DOCUMENT RESUME

ED 439 285 CE 079 930

TITLE	Preparation for Parenting. Teacher's Instructional Guide.
INSTITUTION	Texas Tech Univ., Lubbock. Home Economics Curriculum Center.
SPONS AGENCY	Texas Education Agency, Austin. Div. of Career and Technology Education.
PUB DATE	1999-07-00
NOTE	294p.; Funded under Public Law 101-392, Carl D. Perkins.
AVAILABLE FROM	Home Economics Curriculum Center, Texas Tech University, Box 41161, Lubbock, TX 79409-1161.
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	MF01/PC12 Plus Postage.
DESCRIPTORS	*Child Caregivers; Child Development; Child Health; *Child Rearing; Child Welfare; Curriculum Guides; Family Life; Family Relationship; High Schools; Home Economics; *Individual Development; Instructional Materials; Learning Activities; *Parent Responsibility; *Parenthood Education; Parents as Teachers; State Programs; Statewide Planning; Teaching Guides
IDENTIFIERS	Texas

ABSTRACT

This instructional guide for a one-half-credit technical laboratory course for grades 10-12 teaches parental responsibilities; child guidance techniques; positive role modeling and parenting practices that promote child development, health, safety, and well-being. Introductory materials consist of a course description; overview of course design; facilities, equipment, and resources; and a section on how to use the guide. Texas Essential Knowledge and Skills for Home Economics Education are presented in a two-column format with numbered general knowledge and skills statements in the left column and related statements of expected student performance in the right. Sample block plans and a block planning master illustrate one way to carry out the course. The instructional strategies section allots two pages for strategies addressing each statement of expected student performance. Each strategy has a number and header designation. Examples of headers are brainstorming, case study, class discussion, game, group activity, laboratory experience, research, role play, and skit. A light bulb icon beside a header indicates creative techniques are suggested in another section. A notes column on each page displays information and icons that point out where teaching aids have been used and other pertinent information. A list of resources is provided. Other sections provide supervised career-connections experiences; blended activities; creative ideas; TAAS objectives and proficiency; bibliography; and teaching aids (transparency masters, student information sheets, activity sheets, assessment devices, and other tools). (YLB)

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Preparation for Parenting

Teacher's Instructional Guide

Home Economics Education
Texas Education Agency
Austin, Texas

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Preparation for Parenting

Teacher's Instructional Guide

Developed and disseminated by:
Home Economics Curriculum Center
Texas Tech University
Box 41161
Lubbock, TX 79409-1161

In cooperation with:
Texas Education Agency
Division of Career and Technology Education
Home Economics Education
Austin, Texas

July, 1999

Acknowledgments

The *Preparation for Parenting Teacher's Instructional Guide* was prepared by the Home Economics Curriculum Center staff through funding from the Texas Education Agency under Public Law 101-392, Carl D. Perkins.

The following individuals made special contributions to the development of this publication.

Texas Education Agency Home Economics Education Staff:

Gay Nell McGinnis
Program Director

Cindy Gruner
Program Specialist

Sherilyn Jackson
Program Specialist

Sharon Pierce
Program Specialist

Diane Salazar
Program Specialist

Home Economics Curriculum Center Staff:

Marilyn Wragg
Director

Lynn Perrin
Associate Director

Debbie Mumme, PhD
Curriculum Project Coordinator

Tracy Givens
Information Specialist II/Editor

Becky Martinez
Editorial Assistant

Primary Contributor:

Lynn Singletary, PhD
Home Economics Teacher
Denton High School
Denton, Texas

Review Committee:

Gracie Alanis
Home Economics Teacher
Austin High School
Austin, Texas

Rebecca Duncan
Home Economics Teacher
Sweetwater High School
Sweetwater, Texas

Review Committee (continued):

Judy Green
Home Economics Teacher
Pflugerville High School
Pflugerville, Texas

Kathy Hendrickx
Parent
El Paso, Texas

Rebecca Laundy
Home Economics Teacher
Bastrop High School
Bastrop, Texas

Brenda Weston
Home Economics Teacher
Farmersville High School
Farmersville, Texas

Cloteal Hall
Home Economics Teacher
Huntsville High School
Huntsville, Texas

Mary Kossie
Home Economics Teacher
Brenham High School
Brenham, Texas

Judy Rostad
Teacher, Team Coordinator
Early Childhood Intervention/Developmental
Education Birth through Two
Lubbock Independent School District
Lubbock, Texas

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Course Description

Preparation for Parenting (PREP-PAR) **12203210**
Recommended Grade Placement: 10-12 Credit: 1/2
Recommended Prerequisite: None

This technical laboratory course is designed to provide individuals opportunities to develop knowledge and skills in preparation to function effectively in the role of parent or caregiver. Content stresses parental responsibilities; child guidance techniques; parents as positive role models; parents as their children's first teacher; and parenting practices which promote a child's development, health, safety, and well-being. Managing family crises, managing multiple roles of family members throughout the life cycle, and career preparation are additional topics.

Overview of Course Design

The process of developing the essential knowledge and skills focused on bringing all Home Economics content up-to-date in reflecting cultural, societal, demographic, economic, and technological changes. Further, in order to accommodate the content additions and redirections necessary to achieve relevance, constraints on instructional time forced dropping content that, while "nice to know," is not "absolutely essential" in today's society. Following are examples of these and other new directions/emphases not evident in the above description of this course.

Preparation for Parenting:

- focuses on the impact of the decision to parent
- focuses on prenatal care and potential complications of pregnancy
- focuses on quality and financial considerations of selecting child care
- focuses on promoting communication between parents and children
- focuses on promoting child development through play
- focuses on deterring child abuse
- focuses on managing the effects of family crises on parenting
- focuses on the impact of career decisions on parenting
- focuses on verbal, nonverbal, written, and electronic communication skills
- focuses on leadership and teamwork in preparation for adult roles
- focuses on promoting an appreciation and understanding of cultural diversity
- focuses on career options, preparation requirements, and management practices
- focuses on application of school-based learning in family, community, and employment settings
- focuses on utilization of technology to increase parenting effectiveness

Facilities, Equipment, and Resources

This technical course utilizes a state-of-the-art content laboratory arrangement that accommodates development of Preparation for Parenting essential knowledge and skills through locally selected instructional strategies. Although textbooks previously used for the Parenting and Child Development course are available, they are dated and inadequate. Utilization of a rich variety of up-to-date resources and technologies, including computers, software, and the information super highway, and opportunities for instructional activities with preschool and young children are critical for enriched instructional effectiveness, relevance, and retention.

Future Homemakers of America

Future Homemakers of America activities can be most effectively structured to serve as one of the many methods of instruction used in the classroom (i.e., independent study, group work, role play, questioning). As a method of instruction, activities of the organization reflecting specific home economics content are incorporated into the Preparation for Parenting course. Chapter activities need to be designed to accommodate chapter projects, community needs, and the desires of the students involved.

FHA/HERO activities are included as integral parts of instruction within several components of this instructional guide. Each instance is denoted by the Future Homemakers of America emblem in the margin.

- **Instructional Strategies** – FHA/HERO activities are written into the individual strategy when the project or program is an integral part of that specific learning experience.
- **Instructional Strategies** – Suggested FHA/HERO activities are provided in a box at the end of the numbered set of strategies to generate additional ideas for projects and programs that are relevant to the overall Texas Essential Knowledge and Skills (TEKS) statement, but not tied to a specific strategy.
- **Supervised Career-connections Experiences** – Throughout the course, FHA/HERO projects and programs are suggested that, depending on depth and extent, could constitute a supervised career-connections experience.
- **Blended Activities** – A separate page has been included in this section to provide ideas for FHA/HERO projects and programs that address multiple Texas Essential Knowledge and Skills.

As a method of instruction rather than the sole point of instruction, Future Homemakers of America programs and projects will be present in instruction but not itemized in block plans. A chapter's organizational structure and the teacher's approach to utilizing the organization as a method of delivering course content will influence whether to have chapter activities once a week, once a month, or have some activity related to the content filtered into the curriculum on a more regular basis.

Resources available from the organization's national headquarters to assist with starting a chapter and integrating it into the curriculum are the *Co-Curricular Guide* and *FHA/HERO Handbook*. Additional national resources helpful to Preparation for Parenting teachers and students include handbooks for the various national programs, such as *FHA/HERO Career Connection* and *Leaders at Work*.

How to Use the Instructional Guide

You will be able to utilize the *Preparation for Parenting Teacher's Instructional Guide* most effectively if you first understand all components and how they work together. Read through the Table of Contents and familiarize yourself with the various components of the instructional guide. Following are descriptions and suggestions for utilizing components within each section to maximize instructional effectiveness.

INTRODUCTION

Read the Introduction for information specific to the course on

- Course Description
- Overview of Course Design
- Facilities, Equipment, and Resources
- Future Homemakers of America

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR HOME ECONOMICS EDUCATION

Familiarize yourself with the TEKS for Preparation for Parenting. A copy of the Texas Administrative Code, Chapter 122.32, is provided in this document for your convenience.

The Texas Essential Knowledge and Skills are presented in a two-column format. In the left column are the numbered general knowledge and skills statements, (i.e., (1), (2), (3)). In the right column are the related statements of expected student performance, sometimes referred to as knowledge and skills expectations (i.e., (A), (B), (C)). Two pages have been allotted in the **Instructional Strategies** section for instructional strategies addressing each statement of expected student performance. Additional strategies that simultaneously address multiple statements of expected student performance are included in the **Supervised Career-connections Experiences** and **Blended Activities** sections of the instructional guide.

BLOCK PLANS

The block plans are included strictly as one example of how each course might be carried out in the available instructional time. It is intended that the block plans will serve only as an aid to teachers in planning instruction for the Texas Essential Knowledge and Skills for the course.

There will be many instances where time allotments as shown on the block plans will vary from time allotments as planned in your classroom. Factors impacting actual allotment include class size, length of class period, the school calendar, and local district policies. Also, time allotment will vary according to selected instructional strategies and the degree of emphasis placed on specific strategies and TEKS.

Local districts are encouraged to use the blank block forms found in this section to customize plans to accommodate other scheduling arrangements or to otherwise meet individual needs.

INSTRUCTIONAL STRATEGIES

Several instructional strategies are provided for each statement of expected student performance. It is not expected that you would use all strategies, but that you would select from the options those that best meet the needs of your students.

One of your greatest challenges in teaching the new TEKS is that of providing students with updated content information. Information changes so rapidly, and sources of information are so varied, that it is inappropriate and virtually impossible for the instructional guide to narrowly define much of the actual content. While some instructional strategies have built in obvious sources of information input, it is important for you to consciously seek and provide sources of information for each knowledge and skills expectation. The *Teacher's Instructional Guide* provides direction for resources and some background information sheets for both student and teacher use. Keeping abreast of content information can be accomplished through professional development, curriculum resources, professional organizations, and personal study. It is vital for all teachers continually to bring course content up-to-date.

The most important consideration is that students be enabled to meet each knowledge and skills expectation. Ask yourself continually, "How can I provide instruction so that students will know and be able to do what is expected?" As you analyze the student expectation provided in the shaded box at the top of each set of strategies, be sure to put that statement in the context of the general knowledge and skills statement.

For example, TEKS 1A states: The student is expected to explain the role of personal goals and priorities in the decision to parent. Remember that TEKS 1A, 1B, 1C, 1D, and 1E all fall under TEKS 1: The student analyzes factors affecting the decision to parent.

To help you frame this important connection, twelve divider pages have been inserted within the instructional strategies – one before each new numbered TEKS statement.

The **Instructional Strategies** section has been designed to teacher specifications – to facilitate ease of use and to provide as much needed information as possible. The following aids have been built into the format.

Notes Column

The Notes column on the outside of each page was designed to provide space for your own notes and to display information and icons that point out the following:

- where Teaching Aids provided in the guide have been used within the strategies

- strategies which correlate with exit level TAAS objectives and academic principles for reading, writing, mathematics, science, and social studies

- strategies that utilize technology applications

- opportunities for integration of FHA/HERO programs and projects within specific strategies

Strategy Headers

Each instructional strategy has been given a number and header designation so that you can easily locate and reference specific strategies and tell at a glance what general methodology is involved. In addition, the light bulb icon beside a header indicates that creative techniques related to the methodology are suggested in the **Creative Ideas** section.

Following are examples of headers used, with brief explanations or comments where titles may not be self-explanatory. The **Creative Ideas** section provides elaboration on many of these techniques.

- **AUDIOTAPE**
- **BRAINSTORMING** (see the Creative Ideas section)
- **CASE STUDY** (see the Creative Ideas section)
- **CLASS DISCUSSION**
- **DEBATE** (see the Creative Ideas section)
- **DEMONSTRATION**
- **EDUCATIONAL TOUR**
- **GAME** (see the Creative Ideas section)
- **GROUP ACTIVITY** (see the Creative Ideas section)
- **GUEST SPEAKER** (see the Creative Ideas section)
- **INDIVIDUAL ACTIVITY**
- **INTERNET SEARCH/ACTIVITY** (see the Creative Ideas section)
- **INTERVIEW**
- **LABORATORY EXPERIENCE**
- **OBSERVATION**
- **ORAL PRESENTATION** (see the Creative Ideas section)
- **PANEL DISCUSSION** (see the Creative Ideas section)
- **PROBLEM SOLVING**
- **PROJECT**
- **RESEARCH** – The header usually designates the systematic search for and collection of information about a particular subject, although some activities may involve more extensive research methods or more formal research projects.
- **ROLE PLAY**
- **SCENARIO** (see the Creative Ideas section)
- **SKIT**
- **SURVEY**
- **SYMPOSIUM** – In a symposium format, several persons present short, prepared speeches to a group on various aspects of a topic. Members of the group may ask questions after presentations are made. For example, three or four students research a particular topic and present information to the class; class members then dialogue with the presenters through questioning following the presentation.
- **TEAMWORK** (see the Creative Ideas section)
- **VIDEOTAPE** – Few videotapes are referenced by name other than those available from the Home Economics Curriculum Center; these are suggested as samples because they have been previewed for content and appropriateness. Teachers are encouraged to utilize additional videotapes they have personally previewed for appropriateness.
- **VISUAL DISPLAY** (see the Creative Ideas section)
- **WRITTEN EXERCISE**

Resources

Space is provided at the end of each set of strategies for resources pertinent to each knowledge and skills expectation. Specific books, periodicals, agencies and organizations, videotapes, and Web sites are often listed, and space is provided for you to list additional resources.

A complete bibliography of all resources is provided under the tabbed divider, **Resources**.

SUPERVISED CAREER-CONNECTIONS EXPERIENCES

Examples of career-connections experiences for students enrolled in the Preparation for Parenting course are provided. The "Note to the Teacher" on the introductory page to this section provides additional information about supervised career-connections experiences. Teaching Aid 77, ***Activity Assessment***, has been provided as an example of an assessment tool for experiences such as these.

BLENDED ACTIVITIES

Blended activities are teaching and learning strategies that encompass several knowledge and skills expectations. These activities promote student learning of multiple TEKS simultaneously through hands-on, project-based, and/or problem-solving activities.

Blended activities provide extension and application of the basic knowledge and skills developed in strategies that address each individual student expectation. Some also serve as a means of authentic assessment. Teaching Aid 77, ***Activity Assessment***, is also appropriate for many blended activities.

Included in the **Blended Activities** section are suggestions for FHA/HERO projects and programs that address multiple knowledge and skills expectations.

CREATIVE IDEAS

The rationale for this section, and guidelines for use, are provided on the section introductory page. Please read the **Creative Ideas** section! It provides many ideas for promoting active learning, as well as suggestions for saving teacher time and enhancing student learning and skills development.

TAAS OBJECTIVES AND PROFICIENCY

In response to teacher requests, a tabbed divider has been provided as a placeholder for filing updated TAAS objectives. This convenience, along with the icons for reading, writing, mathematics, science, and social studies in the Notes column of Instructional Strategy pages, will help you reinforce important academic concepts related to Preparation for Parenting content.

RESOURCES

The resource section includes a bibliography of resource ideas generated by writers and reviewers of the document. Resources, which are listed alphabetically, include books, periodicals, agencies and organizations, videotapes, and Web sites.

A separate divider/section has been provided so you can add additional resources that you locate or obtain through professional development sessions.

TEACHING AIDS

In response to popular demand, teaching aids include transparency masters, student information sheets, activity sheets, assessment devices, and other tools to facilitate instruction (and save teacher development time!).

Chapter 122. Texas Essential Knowledge and Skills for Home Economics Education

Subchapter D. Child Development, Education, and Services; High School

Statutory Authority: The provisions of this Subchapter D issued under the Texas Education Code, §28.002, unless otherwise noted.

§122.31. Implementation of Texas Essential Knowledge and Skills for Home Economics Education, Child Development, Education, and Services; High School.

The provisions of Chapter 122, Subchapters B-K, shall supersede §75.83 of this title (relating to Vocational Home Economics) beginning September 1, 1998.

Source: The provisions of this §122.31 adopted to be effective September 1, 1998, 22 TexReg 5031.

§122.32. Preparation for Parenting (One-Half Credit).

(a) General requirements. This technical laboratory course is recommended for students in Grades 10-12.

(b) Introduction. Knowledge and skills related to child growth and development equip individuals to develop positive relationships with children and effective parenting and caregiver skills. Individuals use these skills to promote the well-being and healthy development of children, strengthen families in a culturally diverse society, and pursue careers related to the care and education of children.

(c) Knowledge and skills.

(1) **Preparation for parenthood.** The student analyzes factors affecting the decision to parent.

The student is expected to:

(A) explain the role of personal goals and priorities in the decision to parent;

(B) describe personal health and genetic considerations that could impact the decision to parent;

(C) analyze the impact of the decision to parent on individuals and families;

(D) determine cultural and societal factors that influence the decision to parent; and

(E) determine the social, emotional, intellectual, physical, and financial readiness required for parenting.

(2) **Preparation for parenthood.** The student describes parenting in various family structures.

The student is expected to:

(A) analyze the implications of various family structures on parenting practices and child care options; and

(B) determine the legal responsibilities involved in parenting.

(3)	**Preparation for parenthood.** The student analyzes the impact on the family of physical and emotional changes that occur during pregnancy.	The student is expected to: (A) describe signs of pregnancy; (B) describe components of good prenatal care; (C) summarize possible complications of pregnancy; and (D) summarize the impact of pregnancy on the family.
(4)	**Effective parenting.** The student analyzes the multiple roles of parents throughout the family life cycle.	The student is expected to: (A) analyze the changing roles of parents throughout the family life cycle; (B) determine strategies for managing the multiple roles of parents; (C) analyze the impact of changing societal patterns and demographics on the role of parents, children, and other family members throughout the life span; (D) determine resources affecting management of multiple adult roles; and (E) describe techniques for effective stress management.
(5)	**Effective parenting.** The student analyzes child care options within and outside the home.	The student is expected to: (A) compare child care options for children of various ages; (B) explain the financial considerations of child care options; and (C) identify criteria for selecting quality child care.
(6)	**Effective parenting.** The student analyzes parental responsibilities that promote health and wellness of children.	The student is expected to: (A) identify signs of good health and symptoms of illness in children; (B) describe parental practices that contribute to the health and wellness of children; (C) identify strategies that promote safe environments for children; (D) determine responsibilities of parents in appropriately managing the safety and health care of children;

		(E) explain responsibilities of parents in providing children with nutritionally adequate diets; and (F) determine resources available for managing the health care of children.
(7)	**Effective parenting.** The student analyzes roles and responsibilities of parents as their children's first teachers.	The student is expected to: (A) determine the roles and responsibilities of parents related to the physical, intellectual, emotional, and social development of children; (B) identify positive role modeling behaviors; (C) identify strategies for optimizing the physical, intellectual, emotional, and social development of children, including those with special needs; and (D) point out strategies for promoting communication between parents and children.
(8)	**Effective parenting.** The student analyzes the effect of play in the development of children.	The student is expected to: (A) explain how play promotes the physical, intellectual, emotional, and social development of children; (B) describe characteristics and safety features of developmentally appropriate play activities, toys, and equipment for children; (C) describe strategies parents may use to encourage constructive play; (D) determine potential uses of technology, media, and resources to foster healthy child development; and (E) determine safeguards to prevent misuse and abuse of technology and media with children.
(9)	**Effective parenting.** The student summarizes appropriate guidance techniques for children of various ages and developmental levels.	The student is expected to: (A) identify the various types of guidance; (B) determine appropriate guidance techniques; (C) describe parenting styles and the effects on children; (D) explain behaviors that may lead to child abuse; and

		(E) identify strategies that deter abusive behavior.
(10)	**Effective parenting.** The student evaluates how individual and family crises affect family relationships and parenting.	The student is expected to: (A) identify family crises; (B) analyze how family crises affect family and parenting relationships; (C) determine strategies for preventing and coping with family crises; (D) summarize resources available to assist families; and (E) discuss society's role in the protection of individuals and families.
(11)	**Career preparation.** The student makes informed career decisions that reflect personal, family, and career goals.	The student is expected to: (A) analyze the impact of career decisions on parenting; (B) propose short-term and long-term career goals; (C) assess personal interests, aptitudes, and abilities needed in the family-services profession; (D) exhibit employability skills; (E) demonstrate effective verbal, nonverbal, written, and electronic communication skills; (F) demonstrate skills and characteristics of leaders and effective team members; and (G) evaluate employment and entrepreneurial opportunities and educational requirements in the family-services profession;
(12)	**Career preparation.** The student completes a supervised career-connections experience applying knowledge and skills developed in the study of parenting.	The student is expected to: (A) determine home and business applications of knowledge and skills developed in the study of parenting; and (B) utilize a career-connections experience to demonstrate occupational applications of competencies developed in the study of parenting.

Explanation of Block Plans

NOTE TO THE TEACHER

The block plans are included strictly as one example of how each course might be carried out in the available instructional time. It is intended that the block plans will serve only as an aid to teachers in planning instruction for the Texas Essential Knowledge and Skills for the course.

There will be many instances where time allotments as shown on the block plans will vary from time allotments as planned in your classroom. Factors impacting actual allotment include class size, length of class period, the school calendar, and local district policies. Also, time allotment will vary according to selected instructional strategies and the degree of emphasis placed on specific strategies and TEKS.

Local districts are encouraged to use the blank block forms found in this section to customize plans to accommodate other scheduling arrangements or to otherwise meet individual needs.

Preparation for Parenting

Sample Six Weeks Plan
55 minute periods

1st Six Weeks

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	*Course Introduction* **12A & B** *Introduction to career-connections experiences*	***EKS #1 Factors Affecting the Decision to Parent*** **1A** *Role of personal goals and priorities*	**1B** *Personal health and genetic considerations that could impact the decision to parent*		**1C** *Impact on individuals and families* **1D** *Cultural and societal factors*
Week 2	**1C** *Continued* **1D** *Continued*	**1E** *Social, emotional, intellectual, physical, and financial readiness required for parenting* →			
Week 3	***EKS #2 Parenting in Various Family Structures*** **2A** *Implications of various family structures on parenting practices and child care options*		**2B** *Legal responsibilities involved in parenting*	***EKS #3 Physical and Emotional Changes*** **3A** *Signs of pregnancy*	**3B** *Components of good prenatal care*
Week 4	**3B** *Continued* →		**3C** *Possible complications of pregnancy*	**3D** *Impact of pregnancy on the family*	***EKS #4 Multiple Roles of Parents Throughout the Family Life Cycle*** **4A** *Changing roles of parents*
Week 5	**4A** *Continued* **4B** *Strategies for managing multiple roles of parents*	**4B** *Continued*	**4C** *Impact of changing societal patterns and demographics on the role of parents, children, and other family members throughout the life span*		
Week 6	**4D** *Resources affecting management of multiple adult roles*	**4E** *Techniques for effective stress management*		*Review*	*Test*

Preparation for Parenting

Sample Six Weeks Plan
55 minute periods

2nd Six Weeks

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	***EKS #5 Child Care Options Within and Outside the Home***				
	5A *Compare child care options for children of various ages*	**5A** *Continued*	**5B** *Financial considerations of child care options*	**5C** *Criteria for selecting quality child care*	
Week 2	***EKS #6 Parental Responsibilities that Promote Health and Wellness of Children***				
	6A *Signs of good health and symptoms of illness in children*		**6B** *Parental practices that contribute to the health & wellness of children*	**6C** *Strategies that promote safe environments for children*	
Week 3	**6D** *Responsibilities of parents in appropriately managing the safety and health care of children*	**6E** *Responsibilities of parents in providing children with nutritionally adequate diets*		**6F** *Resources available for managing the health care of children*	**7A** *Roles and responsibilities of parents related to development of children*
Week 4	***EKS #7 Roles and Responsibilities of Parents as Their Children's First Teachers***				
	7A *Roles and responsibilities of parents related to the physical, intellectual, emotional, and social development of children*		**7B** *Positive role modeling behaviors*	**7C** *Strategies for optimizing the physical, intellectual, emotional, & social development of children, including those with special needs*	
Week 5	**7C** *Continued* →		**7D** *Strategies for promoting communication between parents and children*	***EKS #8 Effect of Play in The Development of Children*** **8A** *How play promotes the development of children*	**8B** *Characteristics & safety features of developmentally appropriate play activities, toys, & equipment for children*
Week 6	**8B** *Continued*	**8C** *Strategies parents may use to encourage constructive play*		*Review*	*Test*

Preparation for Parenting

Sample Six Weeks Plan
55 minute periods

3rd Six Weeks

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	**8D** *Potential uses of technology, media, and resources to foster healthy child development* **8E** *Safeguards to prevent misuse and abuse of technology and media with children*			***EKS #9 Appropriate Guidance Techniques*** **9A** *Various types of guidance* **9B** *Determine appropriate guidance techniques*	
Week 2	**9C** *Parenting styles and the effects on children*		**9D** *Behaviors that may lead to child abuse* **9E** *Strategies that deter abusive behavior*		***EKS #10 How Individual & Family Crises Affect Family Relationships & Parenting*** *Begin* **10A-B**
Week 3	**10A** *Family crises* **10B** *How family crises affect family and parenting relationships*	**10C** *Strategies for preventing and coping with family crises*	**10D** *Resources available to assist families* **10E** *Society's role in the protection of individuals and families*	***EKS #11 Career Decisions that Reflect Goals*** **11C** *Personal interests, aptitudes, and abilities needed in the family-services profession*	
Week 4	**11A** *Impact of career decisions on parenting* **11B** *Short-term and long-term career goals*		**11G** *Employment and entrepreneurial opportunities and educational requirements in the family-services profession*		
Week 5	**11D** *Employability skills* → **11E** *Effective verbal, nonverbal, written, and electronic communication skills* → **11F** *Effective leaders and team members* →				
Week 6	**11D** **11E** **11F** *Continued*	***EKS #12 Career-Connections Experiences*** **12A & B** *Culmination of career-connections experiences*		*Review*	*Test*

Preparation for Parenting

Sample Six Weeks Plan
90 minute periods

1st Six Weeks

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	***EKS #1 Factors Affecting the Decision to Parent*** *Course Introduction* **12A & 12B** *Introduction to career-connections* **1A** *Role of personal goals & priorities in the decision to parent*		**1B** *Personal health & genetic considerations that could impact the decision to parent*		**1C** *Impact of the decision to parent on individuals & families* **1D** *Cultural & societal factors that influence the decision to parent*
Week 2		**1E** *Social, emotional, intellectual, physical, & financial readiness required for parenting*		**1E** *Continued*	
Week 3	***EKS #2 Parenting in Various Family Structures*** **2A** *Implications of various family structures on parenting practices and child care options*		**2B** *Legal responsibilities involved in parenting*		***EKS #3 Physical and Emotional Changes*** **3A** *Signs of pregnancy* **3B** *Components of good prenatal care*
Week 4		**3C** *Possible complications of pregnancy* **3D** *Impact of pregnancy on the family*		***EKS #4 Multiple Roles of Parents Throughout the Family Life Cycle*** **4A** *Changing roles of parents throughout the family life cycle* **4B** *Strategies for managing multiple roles of parents*	
Week 5	**4B** *Continued* **4C** *Impact of changing societal patterns and demographics on the role of parents, children, and other family members throughout the life span*		**4C** *Continued*		**4D** *Resources affecting management of multiple adult roles*
Week 6		**4E** *Techniques for effective stress management*		*Review* *Test*	

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Preparation for Parenting

Sample Six Weeks Plan
90 minute periods

2nd Six Weeks

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	***EKS #5 Child Care Options Within and Outside the Home*** **5A** *Compare child care options for children of various ages*		**5B** *Financial considerations of child care options*		**5C** *Criteria for selecting quality child care*
Week 2		***EKS #6 Parental Responsibilities That Promote Health & Wellness of Children*** **6A** *Signs of good health and symptoms of illness in children*		**6B** *Parental practices that contribute to the health and wellness of children* **6C** *Strategies that promote safe environments*	
Week 3	**6C** *Continued* **6D** *Responsibilities of parents in appropriately managing the safety and health care of children*		**6E** *Responsibilities of parents in providing children with nutritionally adequate diets*		**6F** *Resources available for managing the health care of children*
Week 4		***EKS #7 Roles and Responsibilities of Parents as Their Children's First Teachers*** **7A** *Roles and responsibilities of parents related to the physical, intellectual, emotional, & social development of children*		**7B** *Positive role modeling behaviors* **7C** *Strategies for optimizing the development of children*	
Week 5	**7C** *Continued*		**7D** *Strategies for promoting communication between parents & children*	***EKS #8 Effect of Play in the Development of Children***	**8A** *How play promotes development of children* **8B** *Characteristics & safety features of developmentally appropriate toys, etc.*
Week 6		**8B** *Continued* **8C** *Strategies parents may use to encourage constructive play*		*Review* *Test*	

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Preparation for Parenting

Sample Six Weeks Plan
90 minute periods

3rd Six Weeks

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	**8D** *Uses of technology to foster healthy child development* **8E** *Safeguards to prevent the misuse & abuse of technology & media with children*		**8D& E** *Continued*		***EKS #9 Appropriate Guidance Techniques*** **9A** *Various types of guidance techniques*
Week 2		**9B** *Determine appropriate guidance techniques* **9C** *Parenting styles and the effects on children*		**9D** *Behaviors that may lead to child abuse* **9E** *Strategies that deter abusive behavior*	
Week 3	***EKS #10 How Crises Affect Family Relationships and Parenting*** **10A** *Family crises* **10B** *How family crises affect family and parenting relationships*		**10C** *Strategies for preventing and coping with family crises*		**10D** *Resources available to assist families* **10E** *Society's role in the protection of individuals and families*
Week 4		***EKS #11 Career Decisions that Reflect Goals*** ***11A*** *Impact of career decisions on parenting* ***11B*** *Short-term and long-term goals* ***11C*** *Personal interests, aptitudes, and abilities*		***11G*** *Employment & entrepreneurial opportunities and educational requirements in the family-services profession*	
Week 5	**11D** *Employability skills* **11E** *Effective communication skills* **11F** *Effective leaders and team members*		**11D** **11E** **11F** *Continued*		**11D** **11E** **11F** *Continued*
Week 6		***EKS #12 Career-Connections Experiences*** **12A & 12B** *Culmination of career-connections experiences*		*Review* *Exam*	

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Sample Six Weeks Plan
55 minute periods

_____ Six Weeks

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1					
Week 2					
Week 3					
Week 4					
Week 5					
Week 6					

Sample Six Weeks Plan
90 minute periods

_____ Six Weeks

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1					
Week 2					
Week 3					
Week 4					
Week 5					
Week 6					

Preparation for Parenting

Knowledge and Skills.

(1) Preparation for parenthood.

The student analyzes factors affecting the decision to parent.

The student is expected to:

(A) explain the role of personal goals and priorities in the decision to parent;

(B) describe personal health and genetic considerations that could impact the decision to parent;

(C) analyze the impact of the decision to parent on individuals and families;

(D) determine cultural and societal factors that influence the decision to parent; and

(E) determine the social, emotional, intellectual, physical, and financial readiness required for parenting.

1A- The student is expected to explain the role of personal goals and priorities in the decision to parent.

1) INDIVIDUAL ACTIVITY

Instruct students to write ten lifetime goals they have set for themselves, and then identify at what age they expect to accomplish each goal. Have students transfer each goal and age to an individual index card, and place their index cards in time sequence. Cards may be displayed on a string or folded in half to form "tents." The teacher now takes a card labeled "have a baby," and places this card somewhere within the goals of each student. Have students write how they would feel if this were to happen and predict how having a baby at the identified time will impact their ability to achieve the rest of their lifetime goals. Lead students to share and discuss responses.

NOTES

TAAS WRITING

2) GROUP ACTIVITY/SCENARIO

Divide the class into groups. Have groups define goals and priorities. Share students' definitions. Lead students to identify examples of lifetime goals and priorities people may have. Ask each group to write a scenario describing a situation where individuals face parenting issues in light of their goals and priorities (e.g., working mother with a sick child at home, parent's work schedule does not allow them to attend child's school activities). Redistribute the scenarios, and have each group respond to their assigned scenario using decision-making steps and skills. Have groups share their proposed responses and point out how goals and priorities influenced decisions.

3) INDIVIDUAL ACTIVITY/WRITTEN EXERCISE

Have students follow the steps in the following "Paper Bag Technique":

TAAS WRITING

1. Have students create a picture of their perception of parenthood on the front of a paper bag. Their picture should contain a variety of creative art materials or pictures from magazines.
2. Mood music and a thoughtful poem or quotes may be used by the teacher to help students begin to identify and think about their perceptions about parenthood.
3. On the back of the bag, have students write ten statements that reflect negative and positive perceptions about parenthood.
4. On one interior side of the bag, have students list five areas of concern about parenthood.
5. On the other interior side of the bag, have students narrow the concerns to three items and list them.

Instruct students to write an interpretation paper, reflective of their Paper Bag, expanding on their identified issues (positive and negative).

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NOTES

RESOURCES

1B- The student is expected to describe personal health and genetic considerations that could impact the decision to parent.

1) RESEARCH/CLASS DISCUSSION/GROUP ACTIVITY

Have students work in groups to research basic facts about genetics and inherited characteristics. Lead students to share and discuss their findings.

KEY QUESTIONS

- What is the difference between dominant and recessive genes?
- What part do genes play in inherited traits?
- What characteristics can individuals expect their children to inherit?

Lead students through ***The Heredity Game***, as described in Teaching Aid 1, to help them visualize how characteristics are genetically passed from one generation to another.

2) GUEST SPEAKER

Ask a genetic advisor to speak to the class about personal health and genetic factors that could impact the decision to parent. Have the speaker address common health risks and genetic problems and their effects upon the developing child.

KEY QUESTIONS

- How do personal health practices of the parents (e.g., nutrition, routine health care, smoking, or use of legal or illegal drugs) affect the developing child?
- What is the impact on the developing child of common genetic problems?
- When should genetic counseling be considered in the decision to parent?
- What resources are available for genetic counseling?
- What are common procedures and costs?

3) RESEARCH/WRITTEN EXERCISE

Have students research at least five different types of genetic defects. Instruct students to write an essay on how they, as prospective parents, might deal with possible hereditary defects. Have students organize information in a pamphlet, news article, poster, or computer presentation.

NOTES

TA 1 The Heredity Game

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TAAS READING

TAAS WRITING

NOTES

FHA/HERO ACTIVITY

- STAR Event: Illustrated Talk on the topic of personal health and genetic considerations that could impact the decision to parent.

RESOURCES

AGENCIES AND ORGANIZATIONS

March of Dimes
Maternal and Child Health Bureau

1C- The student is expected to analyze the impact of the decision to parent on individuals and families.

1) INDIVIDUAL ACTIVITY/WRITTEN EXERCISE

Have students list immediate family members within their family of origin or a family that the student is familiar with; have them also list extended family members. Using Teaching Aid 2, ***Family Circles***, have students write the names of family members in the appropriate areas. Instruct students to describe in writing how an additional child would impact the family circles.

NOTES

TA 2 ***Family Circles***

TAAS WRITING

2) PANEL DISCUSSION/WRITTEN EXERCISE

Invite several first time parents or parents-to-be to serve on a panel to discuss their feelings as they enter this new stage in their lives. Guide students in preparing questions for the panel. Have students prepare a written summary of the presentation.

TAAS WRITING

KEY QUESTIONS

- What feelings and emotions have you experienced?
- What have been your concerns?
- What rewards or benefits do you anticipate from your role as a parent? problems or adjustments?
- What impact do you feel having a child will have on your life? your family's life?

3) CLASS DISCUSSION

Lead a class discussion on the following question: Can anything that weighs seven and one-half pounds, is twenty-one inches long, and is only two days old, change your immediate way of living? How?

KEY QUESTIONS

- How does a person's age affect his or her adjustment to becoming a parent?
- How are relationships impacted by parenting?
- How does the decision to parent impact finances? time management? housing considerations?
- What are the differences in challenges faced by teen mothers and fathers and challenges faced by older parents?

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NOTES

TAAS WRITING

4) WRITTEN EXERCISE

Read from one of the following children's books:

- *Here Come the Babies* by Catherine and Laurence Anholt
- *Crybaby* by Bernice Myers

Following the reading, have students respond in writing to the impact babies have on families. Students may write their responses in newspaper article, short story, or poetic form.

RESOURCES

BOOKS

Anholt, Catherine & Anholt, Laurence., 1993. *Here Come the Babies*

Myers, Bernice, 1998. *Crybaby*.

WEB SITES

American Association of Family and Consumer Sciences
www.aafcs.org

National Council on Family Relations
www.ncfr.org

Ohio State University Extension (Ohioline)
www.ag.ohio-state.edu

Texas Agricultural Extension Service (Family and Consumer Sciences)
fcs.tamu.edu

1D- The student is expected to determine cultural and societal factors that influence the decision to parent.

1) GROUP ACTIVITY/RESEARCH

Divide the class into groups. Assign each group a cultural group and instruct each group to research family life in that culture of origin. Have students read for information on family life (e.g., economic factors, roles of male and female children, family size, societal mobility). Use Teaching Aids 3a and 3b, ***Reading Assignment***, for each group to record the information and answer key questions. Examples of cultural groups students may choose to research include:

- African
- Arab
- Asian Indian
- Brazilian
- British
- Chinese
- French Canadian
- German
- Italian
- Japanese
- Korean
- Mexican
- Native American
- Nigerian
- Pakistani
- Polish
- Russian
- Vietnamese

KEY QUESTIONS

- What is the average size of the family in that culture?
- What importance does the culture place on roles of male and female children?
- What economic factors have impacted family life?
- How has societal mobility affected family life?
- How has civil strife or war affected family life in that culture?
- How has poverty affected family life in that culture?
- What family traditions have been passed down through the generations?
- How do these cultural and societal factors influence the decision to parent?
- How do these factors that influence the decision to parent compare with those of the American culture?

2) GROUP ACTIVITY/SYMPOSIUM

Have each group present the information gathered in Strategy 1 to the class in a symposium format. After each group has given their presentation, lead students to summarize cultural and societal factors that influence the decision to parent. Lead students to compare the factors that influence the decision to parent in other cultures with those of the American culture.

NOTES

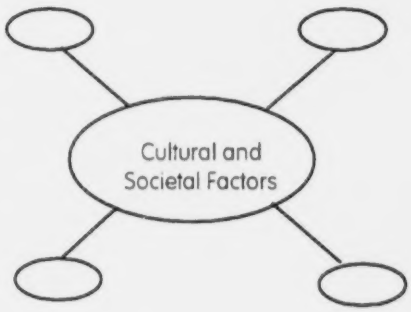
TA 3a-b
Reading Assignment

TAAS READING | SOCIAL STUDIES

NOTES

3) GROUP ACTIVITY/BRAINSTORMING

Explain that the decision to become a parent is influenced by many factors. Divide the class into groups to brainstorm reasons individuals may want to become parents. Have groups also identify other factors influencing the decision to parent which they would categorize as cultural or societal. Instruct groups to organize their information in the form of a web diagram (example of web diagram is shown below). Have groups extend their information to include how they think cultural and societal factors may impact the decision to parent in the future.



RESOURCES

BOOKS

Home Economics Curriculum Center, 1997. *Skills for Life*, Unit 1: Module C, "Understanding Cultural Differences."

Home Economics Curriculum Center, 1999. *The Cornerstone* - "Multiculturalism" segment.

MONOGRAPH

Kennedy Center Publications, Brigham Young University, 1999. *Culturgrams*.

1E- The student is expected to determine the social, emotional, intellectual, physical, and financial readiness required for parenting.

1) GROUP ACTIVITY

Lead students in a "Looks Like, Sounds Like, Feels Like" activity to identify social, emotional, intellectual, physical, and financial readiness to parent. Use Teaching Aids 4a through 4e, ***Readiness to Parent***, to create transparencies, large paper headings, or student response sheets for the activity, and set up a station for each of the five headings. Working individually or in groups, have students spend time at each station recording responses for each category. Work with students to compile responses into a description of social, emotional, intellectual, physical, and financial readiness required for parenting.

2) INDIVIDUAL ACTIVITY

Have students review a selection of newspaper want ads and discuss the information contained in the ads. Instruct students to write a rough draft of a want ad for prepared parents. Lead students to review the social, emotional, intellectual, physical, and financial responsibilities associated with parenting readiness. Have students edit and complete their want ads for parents and type them in want-ad format. Display the completed want ads on a poster or bulletin board. Have students create a catchy title, such as "Wanted--Prepared Parents."

3) VIDEOTAPE/CLASS DISCUSSION

Show video clips from television sitcoms. Have students point out examples of readiness/unreadiness to parent and the implications.

KEY QUESTION

- What are the consequences of considering readiness factors before becoming a parent?

4) GROUP ACTIVITY/SCENARIOS

Divide students into small groups. Assign each group one of the following topics regarding readiness required for parenting:

- emotional readiness coupled with financial and physical unreadiness
- financial readiness but emotional unreadiness
- social readiness but emotional and intellectual unreadiness
- physical readiness coupled with intellectual and emotional unreadiness
- social, emotional, intellectual, physical, and financial readiness

NOTES

TA 4a-e
Readiness to Parent

TAAS WRITING

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NOTES

Have students write a scenario reflective of the assigned characteristics. Upon completion of the scenario, have each group analyze or project what the implications could be for both children and parents if individuals who are not prepared in each area become parents.

FHA/HERO ACTIVITIES

- Families First project – visual display or computer-generated presentation on social, emotional, intellectual, physical, and financial readiness required for parenting
- STAR Events: Skills for Life; Illustrated Talk

RESOURCES

WEB SITES

American Association of Family and Consumer Sciences
www.aafcs.org

National Council on Family Relations
www.ncfr.org

Ohio State University Extension (Ohioline)
www.ag.ohio-state.edu

Texas Agricultural Extension Service (Family and Consumer Sciences)
fcs.tamu.edu

Preparation for Parenting

Knowledge and Skills.

(2) Preparation for parenthood.

The student describes parenting in various family structures.

The student is expected to:

(A) analyze the implications of various family structures on parenting practices and child care options; and

(B) determine the legal responsibilities involved in parenting.

2A- The student is expected to analyze the implications of various family structures on parenting practices and child care options.

1) RESEARCH/WRITTEN EXERCISE

Have students gather information from the library, Internet, and classroom resources about different family structures. Instruct each student to write a paragraph describing a family structure. Distribute or display Teaching Aid 5, ***Types of Family Structures***. Lead students to discuss various family structures and the impact of family structure on parenting practices (e.g., guidance, recreation, scheduling, involvement in children's activities, holiday and vacation celebrations).

KEY QUESTIONS

- How might various family structures impact parenting roles? parenting practices?
- How might structure impact a family's needs related to alternative child care? needs and resources related to child care options?
- Why is it important to consider implications of various family structures on parenting practices and child care options?

2) BRAINSTORMING/PROJECT/ FHA/HERO

Lead students in brainstorming to identify child care options available in the community. Compare the brainstormed list to Teaching Aid 6, ***Types of Child Care Services***. Have students define the different types of child care options named and research costs of identified child care. Guide students in using available resources to complete information; examples of resources may include phone books, newspapers, community flyers, or the Internet. Help students compile their information in chart or newsletter format.

As a Families First project, have students create and disseminate a Child Care Options newsletter.

3) GROUP ACTIVITY

Divide the class into groups, and have each group complete the chart in Teaching Aid 7, ***Child Care Option Suggestions***. Lead groups to compare and discuss responses.

KEY QUESTIONS

- What are examples of family, community, and career roles identified within each family structure?

(Continued on the next page)

NOTES

TA 5 ***Types of Family Structures***

TA 6 ***Types of Child Care Services***

TA 7 ***Child Care Option Suggestions***

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NOTES

KEY QUESTIONS - CONTINUED

- Why does family structure impact family, community, and career roles?
- Why were specific child care options suggested as being suitable to accommodate roles assumed by parents?

RESOURCES

AGENCIES AND ORGANIZATIONS

National Association for the Education of Young Children

Texas Agricultural Extension Service (Contact the County Family and Consumer Sciences Agent)

Texas Department of Protective and Regulatory Services

BOOKS

Hamburg, Beatrix A., 1994. *Children and Families in a Changing World: Challenges and Opportunities.*

Poussaint, Alvin F., 1997. *Single Parenthood: Implications for American Society.*

2B- The student is expected to determine the legal responsibilities involved in parenting.

1) GUEST SPEAKER/TEAMWORK/LISTENING TEAMS

Invite a guest speaker (e.g., lawyer, judge that specializes in family law, representative from Child Protective Services) to address the class on the legal responsibilities involved in parenting. Divide students into listening teams.* Assign each team one of the topics below. Have teams prepare questions to ask the panel about their topic. Following the presentation, have groups summarize the responses to their questions.

(1) Legal rights and responsibilities of birth parents
(2) Legal rights and responsibilities of grandparents
(3) Legal rights and responsibilities of foster parents
(4) Legal rights and responsibilities of adoptive parents
(5) Legal rights and responsibilities of guardian
(6) Legal rights and responsibilities of minor
(7) Legal rights and responsibilities of stepparent
(8) Meaning of the term emancipated minor
(9) Meaning of the term power of attorney
(10) Legal rights, responsibilities, and ramifications of those involved in divorce proceedings and custody agreements.

*Guidelines for listening teams are provided in the **Creative Ideas** section.

2) VISUAL DISPLAY/PRESENTATION

Have students design a visual display or computer-generated presentation that summarizes the information delivered by the guest speaker(s) in the previous strategy.

3) RESEARCH/WRITTEN EXERCISE

Instruct students to investigate another state's legal responsibilities associated with parenting. Have students write a paper comparing and contrasting Texas laws and the laws of another state.

TAAS WRITING

4) INDIVIDUAL ACTIVITY/INTERVIEW

Instruct students to collect articles pertaining to legal responsibilities associated with parenting, mount the articles on sheets of paper, and summarize on each sheet the key points from each article. Have students interview their own parents or other adults concerning their thoughts on articles selected. Lead students to share their summaries and thoughts. Keep copies of the articles as the basis of a resource file for future use.

NOTES

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NOTES

RESOURCES

AGENCIES AND ORGANIZATIONS

Texas - Office of the Attorney General (PAPA Project)

Texas Young Lawyers Association

Preparation for Parenting

Knowledge and Skills.

(3) Preparation for parenthood.

The student analyzes the impact on the family of physical and emotional changes that occur during pregnancy.

The student is expected to:

(A) describe signs of pregnancy;

(B) describe components of good prenatal care;

(C) summarize possible complications of pregnancy; and

(D) summarize the impact of pregnancy on the family.

3A- The student is expected to describe signs of pregnancy.

1) VIDEOTAPE/RESEARCH/CLASS DISCUSSION

Provide students with information on signs of pregnancy through one of the following activities:

- Show students a video that teaches about signs of pregnancy. Tell students to take notes on signs of pregnancy and their symptoms.
- Have students research and take notes on the signs and symptoms of pregnancy.

Have students prepare a chart summarizing their findings.

2) INDIVIDUAL ACTIVITY

Write signs of pregnancy on index cards and distribute cards to groups of students. Use Teaching Aid 8, ***Signs of Pregnancy***, as a resource. Have students research to define or describe the sign of pregnancy written on their index cards, writing the definition and description on the back of the card. Have students share their definition and description with the class.

NOTES

TA 8 ***Signs of Pregnancy***

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NOTES

RESOURCES

AGENCIES AND ORGANIZATIONS

Healthy Mothers, Healthy Babies

March of Dimes Birth Defects Foundation

Maternal and Child Health Bureau

3B- The student is expected to describe components of good prenatal care.

1) GROUP ACTIVITY/PROJECT

Prior to class, arrange in the classroom large pieces of paper with the following headings: Diet, Doctor, Exercise, Rest. Divide the class into groups. Allow groups to rotate to each large paper, spending approximately seven to ten minutes at each paper. Have groups write sample instructions for good prenatal care at each station. Discuss responses and make any additions or corrections as needed. Have groups use computer applications to create pamphlets or brochures using the information generated. Organize students to distribute the brochures and pamphlets at community sites which provide support and information about good prenatal care.

2) VISUAL DISPLAY

Using the information generated in the previous strategy, have students create a story board depicting good prenatal care. The story board should use recognizable icons (e.g., illustrations, photographs, pictures from magazines) for interpretation purposes. Have students distribute story boards at community sites for use with diverse populations seeking support and information about good prenatal care.

3) GUEST SPEAKER

Invite a prenatal nurse to address the issue of good prenatal care. The prenatal nurse could demonstrate an empathy belly with the class while discussing prenatal care.

KEY QUESTIONS

- How is a woman's health history and current health related to good prenatal care?
- How can women stay fit during pregnancy?
- What prenatal problems do health care providers see most often?
- How can common prenatal problems be prevented?

4) CASE STUDIES

On the board, write the statement, "What should an expectant parent do about caring for the unborn child?" Have students read the case studies provided in Teaching Aid 9, ***Prenatal Development Case Studies***, and determine whether or not they think each parent is taking responsible action in caring for a child before birth. Lead students to share and discuss their conclusions.

NOTES

TAAS WRITING

TA 9 ***Prenatal Development Case Studies***

NOTES

KEY QUESTIONS

- What actions were indicative of responsible behavior? irresponsible behavior?
- What information and commitment are needed for parents to take responsible actions when caring for their child before birth?
- What are the consequences of irresponsibly caring for children before birth?

Have students research and identify information that would help parents take appropriate action on these practical problems. Have students work together to create a list of community resources that provide such information.

RESOURCES

WEB SITES

American College of Obstetricians and Gynecologists
www.acog.org

American Dietetic Association
www.eatright.org

Association of Women's Public Health, Obstetric, and Neonatal Nurses
www.awhonn.org

Healthy Mothers, Healthy Babies
www.hmhb.org

Maternal and Child Health Bureau
www.mchb.hsra.gov

3C- The student is expected to summarize possible complications of pregnancy.

1) RESEARCH/CLASS DISCUSSION

Ask students to use references to develop a list of common problems or complications of pregnancy. Have students create a chart listing the complications, definition or cause of each, and evaluation of urgency and whether each should be reported to a doctor. Lead students to discuss their findings and possible results of ignoring the various trouble signs during pregnancy.

KEY QUESTIONS

- What is a high-risk pregnancy?
- What conditions can be detected by amniocentesis?
- What is the relationship between risk and such factors as age, health history, and number of previous pregnancies?
- How can a woman determine when to report trouble signs to a doctor?

2) VIDEOTAPE/PROJECT/ FHA/HERO

Show a video or review information from the March of Dimes on Fetal Alcohol Syndrome or cocaine babies. Have students create brochures or pamphlets summarizing information that they think is vital for potential parents to know.

As a Families First project, students could display or distribute the brochures or pamphlets at local facilities (health clinics, family centers, or community centers).

3) RESEARCH/WRITTEN EXERCISE

Instruct students to research how a future mother's decisions to engage in such unhealthy practices as poor nutrition, smoking, substance abuse, and risky sexual behavior can negatively impact the health and well-being of her future children. Have students compose a letter from the point of view of the future child of a woman engaging in these unhealthy practices. The purpose of the letter is to convince the "mom" to change her detrimental behavior for the sake of the unborn child. Compile and display students' letters, and provide time for students to read and react to points covered.

NOTES

TAAS READING

TAAS WRITING

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NOTES

RESOURCES

WEB SITES

Healthy Mothers, Healthy Babies
www.hmhb.org

March of Dimes Birth Defects Foundation
www.modimes.org

Maternal and Child Health Bureau
www.mchb.hsra.gov

3D- The student is expected to summarize the impact of pregnancy on the family.

1) GROUP ACTIVITY

Tell students to imagine a time in life when they had to make a big adjustment due to change. Some examples are provided below. Have each student bring to class (or write a description of) an item that represents one of those major changes experienced. Tell students to share their item with a partner and describe how it represents making an adjustment to change. As a class, make a chart of changes that pregnancy causes a family to experience. Lead students to discuss the similarities and differences between the changes the student experienced and the changes involved in becoming parents.

Examples of changes:

- move to a new city
- change in job responsibilities
- addition of a new family member
- move to a different grade school
- making new friends or loss of an old friend

KEY QUESTIONS

- What feelings often accompany major changes in life?
- Which of these feelings will new parents most likely face?
- What kinds of adjustments will families most likely need to make as they face these changes?
- What resources can help families as they make these adjustments?

2) GROUP ACTIVITY/INTERVIEW

Have students work in groups to complete Teaching Aid 10, ***Family Adjustments***. Students' responses may include some of the following adjustments:

- limits on personal freedom
- frustration and confusion
- changes in relationships
- limited social life
- children bring parents closer to their parents
- sibling rivalry
- loneliness and isolation
- financial demands
- pressure for quality time
- exhaustion

Tell each group to choose one of the adjustments identified on the handout and research further information related to the adjustment. Suggest that groups collect newspaper and magazine articles related to the topic and interview parents about the change identified. Lead students to share findings with the class.

NOTES

*TA 10 **Family Adjustments***

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NOTES

RESOURCES

WEB SITES

National Council on Family Relations
www.ncfr.org

Ohio State University Extension (Ohioline)
www.ag.ohio-state.edu

Preparation for Parenting

Knowledge and Skills.

(4) Effective parenting.

The student analyzes the multiple roles of parents throughout the family life cycle.

The student is expected to:

(A) analyze the changing roles of parents throughout the family life cycle;

(B) determine strategies for managing the multiple roles of parents;

(C) analyze the impact of changing societal patterns and demographics on the role of parents, children, and other family members throughout the life span;

(D) determine resources affecting management of multiple adult roles; and

(E) describe techniques for effective stress management.

4A- The student is expected to analyze the changing roles of parents throughout the family life cycle.

1) PANEL DISCUSSION

Invite a panel of individuals who are at various stages of the family life cycle (such as a new parent, a parent with school-age children, a parent with children who have recently left home, and a parent who is an older adult). Have panel members discuss how their parenting roles have changed.

KEY QUESTIONS

- How has parenting changed your life?
- How have your parenting roles changed as children have grown?
- What suggestions would you offer for dealing with parenting changes during the family life cycle?

2) VIDEOTAPE/CLASS DISCUSSION

Have students view video clips from movies or television programs that depict parents who are at various stages of the family life cycle. The clips can serve as springboards in the discussion of the changing roles of parents.

KEY QUESTIONS

- What stage of the family life cycle is represented in each video clip?
- What changes are exemplified?
- What changes in parenting roles would you predict from the video clips?
- What suggestions would you offer the parents depicted?

3) GROUP ACTIVITY

Divide the class into small groups. Assign each group one of the case studies presented in Teaching Aid 11, ***Changing Roles of Parents: Case Studies***. Have students identify the stage of the family life cycle that each of the parents represents and analyze how parental roles have changed in each situation. Lead groups in sharing their case studies and responses with the class.

NOTES

*TA 11 **Changing Roles of Parents: Case Studies***

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RESOURCES

WEB SITES

National Council on Family Relations
www.ncfr.org

Ohio State University Extension (Ohioline)
www.ag.ohio-state.edu

4B- The student is expected to determine strategies for managing the multiple roles of parents.

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities**.

NOTES

1) GROUP ACTIVITY/SKIT

Display or distribute Teaching Aid 12, ***Effective Parenting Techniques***. Lead students to discuss each of the four roles and determine techniques helpful in effectively fulfilling each role. Divide the class into four groups and assign one of the four roles to each group.

- Instruct each group to make a life-size silhouette from paper, label it with the chosen role, and list examples of responsibilities parents have with regard to that role. Display the silhouettes in class.
- Have each group prepare and present a skit demonstrating strategies for effectively managing their assigned role.

TA 12 Effective Parenting Techniques

KEY QUESTIONS

- Which of these roles seems easiest to fulfill? Most difficult? Why?
- What happens when responsibilities associated with the roles are not carried out?
- What skills do parents need in order to carry out responsibilites?
- What strategies and techniques help parents manage their multiple family, community, and career roles?

2) RESEARCH/WRITTEN EXERCISE

With the assistance of the school librarian, help students use current periodicals, news articles, and the Internet to research the topic of child care. Have some students summarize in writing information on the number of children who experience child care outside the home in the United States. Assign other students to explore and summarize how other cultures meet needs for child care outside the home; include highly industrialized nations (such as Japan and Germany), a socialized economy (like Great Britain), communist societies (such as China or Soviet states), and developing nations. Lead students to compare and contrast ways societies deal with parental issues such as child care.

TAAS WRITING

KEY QUESTIONS

- How do child care options relate to management of multiple family, community, and career roles of parents?
- When would a parent who does not work ouside the home have need for child care services?

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NOTES

KEY QUESTIONS - CONTINUED

- How can studying child care issues in other nations help us understand child care issues in our country?
- Not all U.S. citizens live in the United States. With international trade growing, the number of U.S. citizens living abroad for short or long term may increase. How might studying child care issues in other countries help in understanding the challenges facing parents involved in international career options?

As an alternative activity, have students interview foreign exchange students or individuals from other countries about the child care issues in their respective countries.

3) PANEL DISCUSSION

Invite a panel of parents who work outside the home to discuss the challenges they face in managing the multiple family, community, and career roles of parents. Have students share their responses with the class.

KEY QUESTIONS

- What similarities and differences do you see in work expectations for males and females on the job and at home?
- How have you managed to combine your multiple family, community, and career roles and the demands they entail?
- What common problems do you and other parents in your career option encounter?

4) RESEARCH/INTERNET SEARCH/WRITTEN EXERCISE

TAAS WRITING

Instruct students to search the Internet or periodicals to locate articles and other information about the challenges facing parents managing multiple family, community, and career roles. Have students write brief reports on their findings that they can share with the class. Use the student information as a springboard for a class discussion on strategies for managing the multiple roles of parents.

KEY QUESTIONS

- How have the roles of parents changed in the last fifty years? Why?
- What strategies for managing the multiple roles of parents did you learn about from the research?
- Which strategies for managing multiple roles of parents were the most effective?

4C- The student is expected to analyze the impact of changing societal patterns and demographics on the role of parents, children, and other family members throughout the life span.

1) GROUP ACTIVITY/DISCUSSION

Lead students to brainstorm examples of societal and demographic changes that are occuring. (Ask a student to read the dictionary definition of demographics or demography to be sure students understand this term.) Divide the class into groups, and give each group copies of Teaching Aid 13, ***Examples of Change***. Instruct each group to complete the following tasks:

- Discuss the examples provided in each category.
- On a separate sheet, write down specific examples of changes within each category. Examples that do not fit the categories may be added under, Other.
- Prepare to share the examples and to describe how the various changes impact the role of parents, children, and other family members.

Lead students in sharing and discussing their group's results.

KEY QUESTIONS

- What changes seem to impact the family positively?
- What changes may have a negative impact?
- What suggestions can be offered to help parents, children, and other family members adapt effectively to change throughout the life span?

2) INDIVIDUAL ACTIVITY/DISCUSSION

Provide students with copies of Teaching Aid 14, ***Now and Then***, and review the directions. Instruct students to make notes on responses from the present and from the 1960 viewpoint. Lead a class discussion on discoveries made by students in the activity.

KEY QUESTIONS

- Based on the changes noted, what have been some of the trends in our society?
- For the most part, are the changes beneficial or detrimental? How?
- How do these changes impact roles of parents, children, and other family members? (Consider roles at home, work, leisure, etc.)

3) PROJECT/WRITTEN EXERCISE

Have students collect information reported in the media (e.g., magazines, newspapers, television, radio, Internet) on a selected category of

NOTES

TA 13 Examples of Change

TA 14 Now and Then

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NOTES

TAAS WRITING

societal and demographic changes which impact the family. Students may collect articles published in newspapers, periodicals, or on the Internet, and record notes on index cards from television and radio reports. Determine up front the time limit for collecting information (a minimum of one week is suggested). Instruct each student to write a report analyzing the impact of change on the family and to create a poster or other visual presentation displaying the report, articles, and note cards. Provide opportunity for students to view and discuss products of classmates.

FHA/HERO ACTIVITIES

- FHA/HERO Career Connection: Integrate Work with Life or a project highlighting how computer and information technologies open new opportunities for telecommuting or working at home
- STAR Event: Illustrated Talk on ways to turn societal and demographic changes into positive opportunities for parents and children
- Families First: Meet the Challenge; Balancing Family and Career

RESOURCES

BOOKS

Hamburg, Beatrix A., 1994. *Children and Families in a Changing World: Challenges and Opportunities*.

Poussaint, Alvin F., 1997. *Single Parenthood: Implications for American Society*.

WEB SITES

American Association of Family and Consumer Sciences
www.aafcs.org

National Council on Family Relations
www.ncfr.org

Ohio State University Extension (Ohioline)
www.ag.ohio-state.edu

4D- The student is expected to determine resources affecting management of multiple adult roles.

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities**.

NOTES

1) RESEARCH/VISUAL DISPLAY

TAAS WRITING TAAS READING

Assign students one of the following topics to research: time, energy, money, personal skills, and community resources. Students should research how their topic affects management of multiple adult roles. Have students prepare a visual display of their findings. The display should be self-explanatory, so that observers can easily understand the idea without any further written or oral explanation. Students may need to prepare a written handout to accompany the display to offer more detail and explanation. During a designated class period, have students display their posters and circulate to view all displays.

2) CASE STUDIES/PROBLEM SOLVING

Divide the class into pairs, and instruct each pair to develop a case study describing a scenario where management of multiple family, community, and career roles is a challenge to parent(s). Have pairs exchange case studies, analyze each scenario, and suggest resources and actions appropriate to the situation. As pairs present their case studies and recommendations to the class, have students take notes on resources suggested. Lead students to compile and categorize resource recommendations.

3) GAME

Lead students to brainstorm how the resources identified in the above activities affect management of multiple adult roles. Have students design a board game reflective of challenges, resources, and how each can negatively or positively affect management of multiple adult roles.

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RESOURCES

BOOKS

Home Economics Curriculum Center, 1992. *Effective Management of Multiple Roles*.

Home Economics Curriculum Center, 1997. *Skills for Life,* Unit 8: Module A, "Managing Multiple Roles."

Home Economics Curriculum Center, 1999. *The Cornerstone* -" Managing Multiple Roles" segment.

4E- The student is expected to describe techniques for effective stress management.

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities**.

NOTES

1) CLASS DISCUSSION

Have students define *stress*. Stress can be defined as the body's response to the changes, problems, and challenges in life. Stressors are the specific events or issues that cause stress. Lead students to discuss sources of stress for parents throughout the family life cycle (e.g., economic problems, ill children, caregiver responsibilities for aging parents, change in family structure, community and career responsibilities).

KEY QUESTIONS

- What is stress?
- What are stressors that parents may face during the family life cycle?
- How does stress affect family relationships?
- Why does stress affect individuals differently?

2) VIDEOTAPE

Show television or movie clips that depict stressful situations that parents and children are experiencing. Following each video clip, lead the class in a discussion of the impact of stress on the individuals and relationships.

KEY QUESTIONS

- What signs of stress did you observe?
- What kinds of stress did the individuals in the video experience?
- What were the stressors?
- How did the individuals react to the stress?
- How could have the individuals effectively reduced or managed the stress?
- What might be the results of ineffective stress management on personal health? on the family? on functioning in career or community roles?

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NOTES

3) GUEST SPEAKER

Invite a guest speaker to speak to the class on stress management. Work with students to develop questions prior to the presentation. Tell students to take notes on effective stress management techniques covered. Have students later edit their notes and prepare a summary of stress management techniques.

4) PROJECT/OBSERVATION

Time requirement: 2-3 weeks (Strategy adapted from Ben Sillman. See Resources section.)

1. Plant marigold seeds in each of two terrariums or secure plants from a nursery.
2. During the course of two weeks, overly water and heavily fertilize one of the plants (using ammonium nitrate plant food). Provide normal water and fertilizer on the other plant.
3. Compare the overstimulated plant's growth to the normal plant's growth and record progress each day.

When plants "burnout," instruct students to write their observations and feelings/reactions to "the end" as well as the process. Have students share their reflections. After students share, direct them to consider the following:

KEY QUESTIONS

- How is this experiment like a busy schedule of family life and other adult roles?
- What is "burnout"?
- What factors cause persons to "burnout"?
- What happens when both spouses are being drained of energy or competing for resources such as time and attention?
- How can "burnout" be avoided?

RESOURCES

BOOKS

Home Economics Curriculum Center, 1997. *Skills for Life*, Unit 2: Module A, "Stress Management."

Sillman, Ben, 1993. *Families in Society - Hot House*, Family Life Education Teacher's Kit.

ORGANIZATION

National Council on Family Relations

Preparation for Parenting

Knowledge and Skills.

(5) Effective parenting.

The student analyzes child care options within and outside the home.

The student is expected to:

(A) compare child care options for children of various ages;

(B) explain the financial considerations of child care options; and

(C) identify criteria for selecting quality child care.

5A- The student is expected to compare child care options for children of various ages.

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities**.

NOTES

1) RESEARCH/VISUAL DISPLAY

Using area telephone books, newspapers, and other printed media, have students research and document alternative child care options available for children of various ages. Have students construct a comparison chart reflective of their findings. Use Teaching Aid 6, ***Types of Child Care Services,*** to help students classify findings.

TA 6 Types of Child Care Services

TAAS READING

2) GUEST SPEAKER

Ask a guest speaker to review the state licensing standards for day care and regulations for family day homes for children. Have students write a summary based on the presentation and key questions.

KEY QUESTIONS

- What are the purposes of licensing standards and regulations?
- How are standards and regulations enforced?
- How do licensing standards and regulations address the needs of children of various ages?

3) RESEARCH/FLYERS

Divide the class into groups, and give each group a copy of Teaching Aid 15, ***Advertising Flyer for a Child Care Business***. Instruct each group to develop a flyer advertising a new child care business and prepare a presentation describing their child care business. As groups make their presentations, they should be prepared to answer questions from class members. Discuss with students the philosophy, quality, and age-appropriateness of the learning activities each group included in its advertising flyer.

TA 15 Advertising Flyer for a Child Care Business

TAAS WRITING

4) VIDEOTAPE/PROJECT/ FHA/HERO

Have students write role plays and create visual displays that depict a variety of quality child care options. Arrange for students to script, perform, and videotape in a news broadcast format. Help students identify community activities where they might show their news broadcast. As a Community Service Project, students could donate their news broadcast tape to a community family resource center.

NOTES

FHA/HERO ACTIVITIES

- FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

AGENCIES AND ORGANIZATIONS

National Association for the Education of Young Children

Texas Association for the Education of Young Children

Texas Department of Protective and Regulatory Services

BOOK

Home Economics Curriculum Center, 1997. *Skills for Life*, Unit 7: Module C, "Selecting Child Care."

5B- The student is expected to explain the financial considerations of child care options.

1) RESEARCH/CLASS DISCUSSION

Have students solicit price information for various child care options based on findings from previous research (Strategy 1, TEKS 5A). Divide the class into groups to find out the following information about each type of child care:

- What is the cost for one day and one week for one child?
- What would this cost total for one month? for one year?
- What is the additional cost for multiple children from the same family?
- What special services are provided as options, and at what cost?
- What are the center's hours of operation?

Have students share the findings of their investigation with one another. Lead them in discussing cost differences between the various child care alternatives and financial considerations of child care options.

2) PANEL DISCUSSION/WRITTEN EXERCISE

Invite a panel of parents to speak concerning financial considerations of child care services. Panelists should include parents who are not employed outside of the home, parents who have a home-based career, and parents employed outside the home. Have students write a reaction paper to the panel's presentation.

KEY QUESTIONS

- What are your child care needs?
- What specific features do you look for when selecting child care?
- How do you balance desirable features with affordable cost?
- How does the cost of child care services impact your overall family budget?

NOTES

TAAS MATH

TAAS WRITING

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FHA/HERO ACTIVITIES

- FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

AGENCIES AND ORGANIZATIONS

National Association for the Education of Young Children

Texas Association for the Education of Young Children

Texas Department of Protective and Regulatory Services

BOOK

Home Economics Curriculum Center, 1997. *Skills for Life*, Unit 7: Module C, "Selecting Child Care."

5C- The student is expected to identify criteria for selecting quality child care.

1) RESEARCH/INTERNET SEARCH/PROJECT

Divide the class into small groups. Have students research information on criteria for quality child care options. Use library resources and the Internet to have each group develop a chart that lists criteria and guidelines parents might use in evaluating child care options for children of various ages.

KEY QUESTIONS

- Does the center provide educational services or just custodial care?
- What are the qualifications required of caregivers?
- What is the caregiver/child ratio?
- What is an estimate of the cost to the parent?
- Is there supplemental funding support? (i.e., from the government, church, etc.)
- What is the schedule of operation for a typical day?
- What characteristics indicate adherence to licensing regulations?
- What characteristics indicate adherence to safety and health practices?
- What would be the primary concerns in making a selection?

2) INTERVIEW

Assign students to interview parents who use child care facilities. Divide the class into pairs, and have each pair of students develop two or three interview questions. As a class, evaluate the questions developed and select those most appropriate for the interview questionnaire. Questions should address such issues as the parent's views on the use of child care, what benefits they perceive, what problems parents have faced in using child care services, which type of alternative child care they prefer, and what they feel constitutes a quality child care facility. Ask one or two student volunteers to type the questions in an interview form that students can use to ask questions and record responses. Have students conduct interviews and record responses. As students share their findings with the class, lead them to identify criteria for selecting quality child care.

3) EDUCATIONAL TOUR

Arrange for students to tour several local child care facilities to observe the variety of services offered. Following the tour, lead a class discussion on the students' observations, and have each student write a summary of the experience.

NOTES

TAAS READING

TAAS WRITING

BEST COPY AVAILABLE

NOTES

KEY QUESTION

- What factors were observed that indicated the quality of child care offered by each facility?

FHA/HERO ACTIVITIES

- STAR Event: Illustrated Talk based on child care needs of children of various ages and criteria that parents might use to select quality child care
- Families First – Have students refine and publish information they gathered regarding criteria for selecting quality child care.
- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

PUBLICATIONS

Albrecht, K. and Plantz, M., 1993. *Developmentally Appropriate Practice in School-Age Child Care Programs*.

U.S. Department of Labor, 1997. *Meeting the Needs of Today's Workforce: Child Care Best Practices*.

WEB SITES

Kidsource
www.kidsource.com

National Association for the Education of Young Children
www.naeyc.org

National Parent Information Network
ericps.ed.uiuc.edu/npin

The Baby Center
www.babycenter.com/refcap

Preparation for Parenting

Knowledge and Skills.

(6) Effective parenting.

The student analyzes parental responsibilities that promote health and wellness of children.

The student is expected to:

(A) identify signs of good health and symptoms of illness in children;

(B) describe parental practices that contribute to the health and wellness of children;

(C) identify strategies that promote safe environments for children;

(D) determine responsibilities of parents in appropriately managing the safety and health care of children;

(E) explain responsibilities of parents in providing children with nutritionally adequate diets; and

(F) determine resources available for managing the health care of children.

6A- The student is expected to identify signs of good health and symptoms of illness in children.

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities**.

NOTES

1) GUEST SPEAKER

Invite a health care professional, such as an elementary school nurse, to speak to the class on signs of good health and symptoms of illness in children. Prior to the presentation, work with students to prepare questions to ask the speaker.

KEY QUESTIONS

- What are signs that a child is healthy?
- What signs or symptoms indicate that a child may be ill?
- How can parents determine when a child needs to see a health care professional?

2) GROUP ACTIVITY

Have students work in groups to complete Teaching Aid 16, ***Characteristics of a Healthy Child***. Have groups search reference books or the Internet to find characteristics to write in each category. When groups have completed their assignments, compile findings onto one chart or overhead by having groups take turns each sharing responses by category. Edit and display the compilation so students can take notes on the finalized teaching aid.

TA 16 Characteristics of a Healthy Child

TAAS READING

3) PROJECT/ FHA/HERO

Lead students to develop a visual display listing symptoms of illness in children. Students may draw from information obtained through Strategies 1 and 2, or may search reference books or the Internet. Teaching Aid 17, ***Signs of Illness***, can be used as a starting point. Help students divide up tasks such as finding and verifying information to be displayed, deciding how to display the information (poster, computer presentation, brochure, etc.), and creating the display.

TA 17 Signs of Illness

As a Families First project, have students share the visual display with community groups. Students could also write a series of newspaper articles on signs of good health and symptoms of illness in children.

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FHA/HERO ACTIVITIES

- FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

AGENCIES AND ORGANIZATIONS

Texas Agricultural Extension Service (Contact the County Family and Consumer Sciences Agent)

Texas Department of Health

Texas Department of Human Services

Texas Department of Protective and Regulatory Services

6B- *The student is expected to describe parental practices that contribute to the health and wellness of children.*

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities**.

NOTES

1) RESEARCH/SYMPOSIUM/ FHA/HERO

Write on small strips of paper the following topics: nutrition, exercise, rest, medical care, hygiene, and safety. Place the strips inside six balloons and then inflate the balloons. As you allow each balloon to be popped, lead students to explain the term and discuss why each is an essential component of health and wellness. Display Teaching Aid 18, ***Building Blocks of Health and Wellness***. Assign each student (or group of students) one of the topics to research, using the Internet and supporting references. Have students summarize in writing (1) why their topic is an important aspect of health and wellness and (2) parental practices that promote that aspect. Have students present their findings in a symposium format.

*TA 18 **Building Blocks of Health and Wellness***

TAAS WRITING

As a community service project, students could present the symposium to a parent group or another community organization.

2) GUEST SPEAKER/DEMONSTRATION

Invite an appropriately credentialed Red Cross first aid instructor to demonstrate CPR, the Heimlich Maneuver, and first aid procedures to class members. Allow students to become CPR certified.

KEY QUESTIONS

- Why is it important for parents and other child caregivers to learn safety and life saving techniques?
- What are important first aid procedures parents/caregivers should know?

3) AUDIOTAPED INTERVIEW/CLASS DISCUSSION

Review with students Teaching Aid 18, ***Building Blocks of Health and Wellness***. Point out that medical care covers several categories, including prevention; treatment for illnesses, diseases, and allergies; and first aid for injuries. Under prevention, parents are responsible for insuring that their children receive necessary immunizations at the required time. Play for the class an audiotaped interview with a health department representative, pediatric nurse, or pediatrician on the topic of immunizations – what they are, why they are important, when and where they should be administered, and the responsibility of parents

*TA 18 **Building Blocks of Health and Wellness***

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to make sure children receive them. Display a copy of the most current childhood immunization schedule from the Texas Department of Health (available on the Internet, in current reference books, or through a health care agency).

KEY QUESTIONS

- Against what diseases and illnesses are children immunized today?
- Why is it so important that children receive the required immunizations?
- Bonus: What was it like before immunizations were available to prevent these diseases? (Students may consult references and ask older adults.)

4) INDIVIDUAL ACTIVITY/CLASS DISCUSSION

TAAS READING

Have students read passages about past home remedies for treating children's illness from Christina Hardyment's *Dream Babies: Three Centuries of Good Advice on Child Care* (Harper & Row, 1983) or from books about the history of medicine. Lead a discussion addressing how health care for children has changed.

KEY QUESTIONS

- What advantages do parents have today, compared to parents in years past, in managing the health and wellness of their children?
- How do modern-day medical advances impact parental practices regarding children's health and wellness?

FHA/HERO ACTIVITIES

- Families First – Arrange with a local merchant to prepare a window display or store exhibit that educates people about parental practices that contribute to the health and wellness of children
- Student Body - teach others about parental practices that contribute to the health and wellness of children
- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

6C- The student is expected to identify strategies that promote safe environments for children.

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities**.

NOTES

1) VISUAL DISPLAY/GROUP ACTIVITY

Prepare a display of safety devices used around homes. Examples might include outlet safety caps, a safety gate, adhesive strips for furniture edges, and cabinet safety catches. Have students identify what items are and tell how they would use them to childproof a home.

TA 19 Kitchen Hazards

Divide the class into groups, and have each group complete Teaching Aid 19, ***Kitchen Hazards***. After checking completed work, instruct groups to research child safety in the other areas of the home and make notes of their findings on index cards.

2) VIDEOTAPE/PROJECT/ FHA/HERO

View the video "Ken George Shows How to Make Your Home Baby-Safe" (produced by Texas Utilities Companies, 1988) or another child safety video. Drawing upon information from the video and from Strategy 1, have students create a booklet with a catchy title, such as "Child Proofing Your Home."

As a Families First project, have students distribute copies of the booklet to appropriate sites in the community.

3) INDIVIDUAL ACTIVITY/GUEST SPEAKER

Distribute copies of Teaching Aid 20, ***Fire Safety Checklist***, and review the information presented. Invite a speaker from the fire department to speak to the class on fire safety, especially relating to children. Optional: encourage students to take the checklist home and work with parents and other family members to evaluate how fire-safe their homes are and to make needed fire safety improvements.

TA 20 Fire Safety Checklist

KEY QUESTIONS

- What are common causes of home fires in the community?
- How are children most often involved in starting fires?
- What are important fire prevention practices?
- In the event of a fire, what are important life-saving procedures to follow?
- How should families prepare for the event of a fire?

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NOTES

TA 21 Safety Strategies

4) RESEARCH/WRITTEN EXERCISE/PROJECT

Have students work individually or in groups to complete Teaching Aid 21, ***Safety Strategies***. Instruct students to search the Internet or reference books to fill in information not covered in previous activities. Have students take turns sharing their rules for each key idea, until all ideas have been shared. Assign someone to record all suggested strategies for each idea. Lead students to compile the strategies on posters or a chart.

5) GAME

Have students brainstorm to identify safe strategies needed in homes to promote safe environments, as well as unsafe practices and problems/injuries that may occur. Lead students in preparing a game using the safe and unsafe practices. Allow students to make and play their home safety game.

FHA/HERO ACTIVITIES

- Community Service – Students design posters of safe environments for children and host a poster session for parents of a community day care facility. Donate posters to the facility.
- Families Acting for Community Traffic Safety (FACTS) – Design a public awareness campaign on the importance of infant and child restraint seats. Obtain and disseminate brochures from the Texas Department of Transportation; and/or develop a Public Service Announcement for a local radio or television station and/or newspaper. Contact the Texas Agricultural Extension Service (county family and consumer sciences agent) for a list of curriculum kits available on loan.

RESOURCES

WEB SITES

American Red Cross (contact the nearest local chapter)
www.crossnet.org

Juvenile Products Manufacturers Association (JPMA)
www.jpma.org

National Highway Traffic Safety Administration
www.nhsta.dot.gov

U.S. Consumer Products Safety Commission
www.cpsc.gov

6D- The student is expected to determine responsibilities of parents in appropriately managing the safety and health care of children.

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities**.

NOTES

1) OBSERVATION

Prepare a variety of look-alike household items, harmful or not harmful, whose appearance would be deceiving to children. Examples might include the following:

NOT HARMFUL	HARMFUL
gumballs	mothballs
shredded candy	chewing tobacco
Boston baked beans candy	Geritol
lemon juice	lemon ammonia
powdered milk	detergent
drinking water	bleach
oatmeal	D-con
candy cigarettes	cigarettes
red hot cinnamon candies	Sudafed

1. Present students with one NOT HARMFUL item, then a HARMFUL item, then a NOT HARMFUL item. After the initial three examples, continue presenting items, but have students determine in which column to place each item.
2. Test students with the following questions to clarify the concept.

KEY QUESTIONS

- Which items fit together?
- What pairs exist?
- What is the same about all of the NOT HARMFUL examples?
- What other items could be placed into the groups?
- What is the concept learned from this exercise?

3. Share the concept. Lead students in a discussion about the responsibilities of parents in appropriately managing the safety and heath care of children.

2) RESEARCH

Prepare index cards with ages of children on them. Allow students to draw for ages of children. Have students research safety and health considerations unique to the assigned age. Have students present their findings to the class.

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6D- The student is expected to determine responsibilities of parents in appropriately managing the safety and health care of children.

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities**.

NOTES

1) OBSERVATION

Prepare a variety of look-alike household items, harmful or not harmful, whose appearance would be deceiving to children. Examples might include the following:

NOT HARMFUL	HARMFUL
gumballs	mothballs
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- Which items fit together?
- What pairs exist?
- What is the same about all of the NOT HARMFUL examples?
- What other items could be placed into the groups?
- What is the concept learned from this exercise?

3. Share the concept. Lead students in a discussion about the responsibilities of parents in appropriately managing the safety and heath care of children.

2) RESEARCH

Prepare index cards with ages of children on them. Allow students to draw for ages of children. Have students research safety and health considerations unique to the assigned age. Have students present their findings to the class.

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6E- *The student is expected to explain responsibilities of parents in providing children with nutritionally adequate diets.*

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities**.

NOTES

1) CLASS DISCUSSION/GUEST SPEAKER

Display Teaching Aid 23, ***Signs of Good and Poor Nutrition***. Lead a class discussion based on the information provided.

TA 23 ***Signs of Good and Poor Nutrition***

KEY QUESTIONS

- Why is it important to eat a balanced diet?
- How could these signs indicate problems other than poor nutrition?
- How can parents provide their children with nutritionally adequate diets?

Invite a dietitian or other specialist in children's nutrition to speak to the class about the importance of nutritionally adequate diets, common dietary problems of young children, and resources available to help parents provide their children with nutritionally adequate diets.

2) VIDEOTAPE/CLASS DISCUSSION

Have students view a video on nutritionally adequate diets for children. Lead a class discussion on responsibilities parents have for providing their children with nutritionally adequate diets.

3) RESEARCH/INDIVIDUAL ACTIVITY/VISUAL DISPLAY

Have students research nutritional guidelines for children, using the Internet and current nutrition references. Remind students to look for specific recommendations for children when referring to such guidelines as the Food Guide Pyramid or Dietary Guidelines for Americans. Lead students to share and discuss findings. Teaching Aid 24, ***Food Portions for Young Children***, is an example of a portion guide based on the Food Guide Pyramid.

TA 24 ***Food Portions for Young Children***

TA 25 ***A Child's Menu – Rubric***

Have students work individually to plan a one-day menu, including snacks, for a preschool child. Before they begin, cover with students the menu criteria shown in Teaching Aid 25, ***A Child's Menu – Rubric***, or have the class design their own rubric using other criteria. Instruct students to design a visual display of their one-day menu and present it to the class.

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NOTES

Let the class use the rubric to choose the best menu. Award a prize or blue ribbon to the winner.

4) GROUP ACTIVITY/LABORATORY EXPERIENCE

TA 26 ***Fruity Snack Ideas***

TA 27 ***Naturally Good Drinks***

Have groups of students invent a nutritious snack appropriate for young children. Use Teaching Aid 26, ***Fruity Snack Ideas***, and Teaching Aid 27, ***Naturally Good Drinks***, to assist the students with the selection of nutritious snacks. Ideas for nutritional snacks may also be found on the Internet. Discuss snack foods to avoid with infants and toddlers such as peanuts, marshmallows, hard candy, grapes, and hot dogs. Have groups name their snacks, create a commercial to advertise the snack, and present the commercial to the class.

If possible, arrange for students to prepare and serve a nutritious snack to a group of children.

FHA/HERO ACTIVITIES

- STAR Event: Focus on Children display with examples of nutritionally adequate diets for children
- Families First – presentation to PTA or other parent group about responsibilities of parents in providing children with nutritionally adequate diets
- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

AGENCIES AND ORGANIZATIONS

American Dietetic Association

Food and Nutrition Information Center (FNIC), USDA

National Dairy Council

Texas Agricultural Extension Service (Contact the County Family and Consumer Sciences Agent)

6F- The student is expected to determine resources available for managing the health care of children.

1) RESEARCH/PROJECT/ FHA/HERO

Assign students to investigate community and government resources available for managing the health care of children; have students collect any promotional materials available from the agencies. Encourage students to consult the telephone directory, interview professionals such as the school nurse, or search the Internet to locate resources. Examples might include Shots Across Texas, well-baby clinics, community health clinics, early childhood intervention agency, etc. Lead students to compile their findings and create a brochure that may be distributed at community family service centers. Use the collected materials to build a library of resource information for future use.

As a Families First: Parent Practice Project, disseminate brochures to inform parents of community resources available for managing the health care of children.

2) PANEL DISCUSSION

Invite representatives from community and governmental agencies that provide services related to the health care of children to make a panel presentation. Have students write a reaction summary of the presentation. Lead students to share and discuss their responses.

KEY QUESTIONS

- What services does your agency provide?
- How can families access your services?
- What qualifications must a family meet to receive services from your agency?

NOTES

TAAS WRITING

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NOTES

FHA/HERO ACTIVITIES

- FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

WEB SITES

National Health Information Center
www.nhic-nt.health.org

Texas Agricultural Extension Service (Contact the County Family and Consumer Sciences Agent)
fcs.tamu.edu

Texas Department of Health
www.tdh.texas.gov

Preparation for Parenting

Knowledge and Skills.

(7) Effective parenting.

The student analyzes roles and responsibilities of parents as their children's first teachers.

The student is expected to:

(A) determine the roles and responsibilities of parents related to the physical, intellectual, emotional, and social development of children;

(B) identify positive role modeling behaviors;

(C) identify strategies for optimizing the physical, intellectual, emotional, and social development of children, including those with special needs; and

(D) point out strategies for promoting communication between parents and children.

7A- The student is expected to determine the roles and responsibilities of parents related to the physical, intellectual, emotional, and social development of children.

TEKS 7A and 7C focus on the physical, intellectual, emotional, and social development of children. TEKS 7A addresses roles and responsibilities of parents related to development and 7C identifies strategies for optimizing development. This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities**.

NOTES

1) INDIVIDUAL ACTIVITY/CLASS DISCUSSION

Lead students to define the term *development*. Display Teaching Aid 28, ***Principles of Development***. Give each student five 5x7 index cards. On the front of the cards, tell students to write each of the statements – one per card. Instruct students to read classroom and library references and write the following on the back of each card:

- an explanation of the statement
- an example of childhood tasks that would help someone understand the statement
- one reason it would be important for a parent to be aware of this developmental principle

TA 28 Principles of Development

TAAS READING

Lead students to discuss the principles, one at a time, and to share reasons it is important for parents to be aware of principles of development. Important reasons may include the following:

- Understanding how children develop helps parents know what is realistic to expect of children at certain ages.
- Knowing what to expect helps parents provide appropriate opportunities for children to grow and develop (such as toys that "fit" a child's interests and abilities).
- Knowing what to expect helps parents know how best to provide a safe environment for children at specific ages.

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2) GROUP ACTIVITY/ORAL PRESENTATION

The stages of development describe behaviors that are common for children of a certain age. All children progress through patterns of development at their own rate, yet they share many similarities. Divide the class into small groups. Assign each group one of the following stages of development. Using resources from the previous activity and additional references, have each group develop a child development chart for the assigned stage. Have each group present the information to the class. Teaching Aids 29a, ***Stages of Growth and Development for Infants***; 29b, ***Stages of Growth and Development for Toddlers***; 29c, ***Stages of Growth and Development for Preschool Children***; and 29d, ***Stages of Growth and Development for School-age Children***, can serve as a guide in developing the chart. Copies may also be distributed to each student to take class notes.

TA 29a Stages of Growth and Development for Infants
TA 29b Stages of Growth and Development for Toddlers
TA 29c Stages of Growth and Development for Preschool Children
TA 29d Stages of Growth and Development for School-age Children

TAAS WRITING TAAS READING

NOTES

KEY QUESTIONS

- How would the information provided on the charts be beneficial to parents?
- What are the major developmental milestones for each age?
- What would happen if a child did not reach each milestone at a particular age?
- What generalizations can be drawn about the stages of growth and development?

3) GROUP ACTIVITY/ORAL PRESENTATION

*TA 30 **A parent's involvement...***

Display Teaching Aid 30, ***A parent's involvement...***, and lead students to discuss the statement. Emphasize that parents have important roles and responsibilities related to the physical, intellectual, emotional, and social development of their children.

Write the terms physical, intellectual, emotional, and social development on the chalkboard or transparency. Ask students to define each term. Have students work in groups to determine roles and responsibilities of parents related to each area of development; they may refer to references or Internet sites for information. Instruct each group to develop a visual aid to use in presenting their results orally to the class. Following presentations and discussion, display the visual aids in the classroom. You may want to be sure that the following responsibilities, referred to later in Teaching Aids 34a through 34d, are covered:

- Intellectual development - providing encouragement, support, and stimulation
- Emotional development - providing a loving and caring environment
- Social development - providing positive guidance; teaching children to cooperate in the family
- Physical development - providing proper nutrition; health care; a safe physical environment; exercise, activity, and rest

4) REVIEW/GAME

*TA 31 **"Jeopardy" Game Instructions***

Review with students roles and responsibilities of parents related to the physical, intellectual, emotional, and social development of children. Have students help develop a game of "Jeopardy" by writing questions and answers related to their assigned topics from Strategy 2; use 3x5 cards, with a question on one side and answer on the other. Compile students' questions and answers into categories, and have students name and play the game created. The suggestions in Teaching Aid 31, ***"Jeopardy" Game Instructions***, will help organize procedures for the game.

Resources:

Texas Agricultural Extension Service, *A Glance at Growth and Development* chart

7B- The student is expected to identify positive role modeling behaviors.

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities**.

NOTES

1) GROUP ACTIVITY/CLASS DISCUSSION

TA 32 Role Model

Have students read references and construct a class definition of the term *role model*. Display Teaching Aid 32, ***Role Model***, and compare the two definitions. Ask students to list positive role models they would desire for their children as well as negative role models they would like to avoid. Have students work in groups to list examples of positive and negative role modeling behaviors. Lead students to share and discuss their lists.

KEY QUESTIONS

- Who serves as the primary role models for young children?
- What are advantages of parents serving as primary role models for their children?
- What responsibilities are entailed when parents are role models?
- What are suggestions to help parents or others who work closely with children, exhibit positive role modeling behaviors?

2) CLASS DISCUSSION

Collect pictures of parents in role model situations. Pictures need to reflect both positive and negative role modeling behaviors. Prepare the pictures for display either on overhead transparencies, mini-posters, or a flip chart.

Display the pictures for student viewing.

I. Concept Attainment
   Have students:
   A. List what is reflected in each picture.
   B. Group the pictures into common groups.
      Key Questions: What pictures belong together?
      What criteria were used for grouping?
   C. Formulate a label for each group that is characteristic of all parenting behaviors reflected in the pictures.

II. Interpretation of Data
   Have students:
   A. Identify what they notice or see in each picture.
   B. Identify what characteristics each group have in common.
   C. Generalize what the reflected behaviors could mean for parents and their children.

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NOTES

III. Application of Principles
Have students:
A. Predict what they think children would learn from the reflected behaviors modeled.
B. Support the predicted behaviors.
C. Explain how children learn behaviors parents model.

KEY QUESTIONS

- How does examining parenting behaviors impact the parenting process?
- How was this activity beneficial in examining the impact of parenting practices on positive role modeling behaviors?

Have students brainstorm other positive parenting practices and identify the impact the practice may have on children.

3) VIDEOTAPE/GROUP ACTIVITY/SKIT

Show short video clips from family sitcoms. Have students identify parenting role modeling behaviors depicted. In groups, have students complete a chart by creating specific examples of identified parenting behaviors and the influence each behavior could have on children. Have students choose one of the positive examples, write a short skit to illustrate that example, and perform the skit for the class.

4) WRITTEN EXERCISE

*TA 33 **Children Learn What They Live***

TAAS WRITING

Read Teaching Aid 33, ***Children Learn What They Live***, to the students. Lead students to identify the behaviors reflected in the poem. Have students write a short story that reflects a positive parenting behavior as presented in the poem. Share stories with the class.

RESOURCES

AGENCIES AND ORGANIZATIONS

Children's Defense Fund

Hogg Foundation for Mental Health

Mental Health Association in Texas

National Association for the Education of Young Children

National Parent Information Network

Parents as Teachers National Center

7C- The student is expected to identify strategies for optimizing the physical, intellectual, emotional, and social development of children, including those with special needs.

TEKS 7A and 7C focus on the physical, intellectual, emotional, and social development of children. TEKS 7A addresses roles and responsibilities of parents related to development and 7C identifies strategies for optimizing development. This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities**.

NOTES

1) BRAINSTORMING

Have students brainstorm to identify activities which foster development in children. Record the activities on the chalkboard or overhead projector. Have students copy the list and write **P** by the activities that optimize physical development, **I** by activities that optimize intellectual development, **E** by activities that optimize emotional development, and **S** by activities that optimize social development. If an activity optimizes more than one area of development, students may write more than one letter. Check responses and discuss in class.

2) GROUP ACTIVITY/VISUAL DISPLAY

Divide the class into groups, and have each group create a visual display interpreting the types of development. A suggested title is "Look What's Developing." Students may use pictures of infants and children and label them with descriptive developmental terms, such as physical, intellectual, emotional, and social. Encourage students to include pictures of children with special needs.

3) CLASS DISCUSSION

Review with students the principles of development covered in TEKS 7A stating that different areas of development are interrelated. Lead students in pointing out examples illustrating the interrelationship of various areas of development. Examples might include the following: A child who has a physical disability may have limited opportunities to be with other children. As a result, the child may be socially immature but intellectually advanced due to extra time spent reading. A child who has trouble controlling emotions may also have difficulties in social development. Identities should be kept anonymous for examples that are not fictitious.

KEY QUESTIONS

- How might a parent's understanding the interrelationship of developmental areas help the parent optimize overall development of the child?

NOTES

TA 34a Strategies for Optimizing Development of Infants

TA 34b Strategies for Optimizing Development of Toddlers

TA 34c Strategies for Optimizing Development of Preschool Children

TA 34d Strategies for Optimizing Development of School-age Children

KEY QUESTIONS - CONTINUED

- What would you predict might happen if parents did not understand the interrelationship of developmental areas?
- How does the interrelationship of developmental areas affect strategies parents might use to optimize their child's development?

4) INDIVIDUAL ACTIVITY

Have students complete Teaching Aids 34a, ***Strategies for Optimizing Development of Infants***; 34b, ***Strategies for Optimizing Development of Toddlers***; 34c, ***Strategies for Optimizing Development of Preschool Children***; and 34d, ***Strategies for Optimizing Development of School-age Children***. Explain that the left column lists responsibilities of parents related to each area of development. In the right columns, students are to list specific strategies related to each area that parents may use to optimize development of children for that particular stage. Lead students to discuss responses and compile into a master list of strategies for optimizing development.

5) VIDEOTAPE/CLASS DISCUSSION

View the videotape, *The First Years Last Forever*, available from Families and Work Institute/Reiner Foundation. The video focuses on new research in brain development that tells of the vital importance of the relationship between caregiver and child in the first years of life. Strategies for optimizing development are depicted. Lead students to discuss the various strategies featured.

As a chapter activity for FHA/HERO, have students participate in a literacy project for young children such as Ready, Set, Read!, available from the Home Economics Curriculum Center. Students could also serve as reading mentors for young children.

RESOURCES

PERIODICAL

Newsweek, Spring/Summer, 1987. "Your Child Newsweek Special Edition."

WEB SITES

I Am Your Child
www.iamyourchild.org

National Association for the Education of Young Children
www.naeyc.org

Zero to Three
www.zerotothree.org

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7D- The student is expected to point out strategies for promoting communication between parents and children.

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities**.

NOTES

TAAS WRITING

1) WRITTEN EXERCISE

Instruct students to write a paper about a favorite television show family that models good communication between parents and children. Have students explain why the family is their favorite, what special parenting characteristics they have, and how the communication between family members is achieved. As students share their papers, lead students to identify effective strategies that promote communication between parents and children from the television illustrations and otherwise.

2) INDIVIDUAL ACTIVITY/CLASS DISCUSSION

Have students read reference material on verbal and nonverbal communication presented in Unit 4, Module A, "Communications Skills" in *Skills for Life*. Display Teaching Aid 4A1, *Reasons for Not Listening*, from the module. Lead a class discussion about each of the reasons. Have students identify when "not listening" actions may have occurred. Display Teaching Aid 4A3, *Good Listening Practices*. Lead a discussion about ways to improve listening skills. Have students identify good listening practices their television family from Strategy 1 displayed.

KEY QUESTIONS

- Why is it difficult for people to listen?
- How can listening skills be improved?
- What is the relationship between good listening skills and successful relationships?

3) PANEL DISCUSSION

Invite a panel of parents, with children of varying ages, to share suggestions for promoting positive communication between parents and children. Have students take notes as each panel member shares the following information:

- the age of their child or children
- challenges in communicating with a child of that age
- examples of strategies that have proven successful in promoting communication between parent and child

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- examples of strategies that were not successful with their child and why
- examples of behaviors they have found to be detrimental to effective parent/child communication

Lead students in deciding how to compile suggestions, and have them create a visual display of suggestions for promoting communication between parents and children.

FHA/HERO ACTIVITIES

- Power of One – Family Ties project concentrating on communication opportunities between parents and children
- STAR Events: Illustrated Talk; Interpersonal Communications; Focus on Children
- Families First - project on promoting communication between parents and children
- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** Section.

RESOURCES

BOOK

Home Economics Curriculum Center, 1997. *Skills for Life*, Unit 4: Module A "Communication Skills."

WEB SITES

American Association of Family and Consumer Sciences
www.aafcs.org

National Council on Family Relations
www.ncfr.org

Ohio State University Extension (Ohioline)
www.ag.ohio-state.edu

Preparation for Parenting

Knowledge and Skills.

(8) Effective parenting.

The student analyzes the effect of play in the development of children.

The student is expected to:

(A) explain how play promotes the physical, intellectual, emotional, and social development of children;

(B) describe characteristics and safety features of developmentally appropriate play activities, toys, and equipment for children;

(C) describe strategies parents may use to encourage constructive play;

(D) determine potential uses of technology, media, and resources to foster healthy child development; and

(E) determine safeguards to prevent misuse and abuse of technology and media with children.

8A- The student is expected to explain how play promotes the physical, intellectual, emotional, and social development of children.

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities**.

NOTES

1) CLASS DISCUSSION/GROUP ACTIVITY

Lead a class discussion on the value of play. Introduce the topic by asking the class if they like to play and what they liked to play as a child. Display Teaching Aid 35, ***Play and Child Development***, and emphasize that play is the primary tool used by children for learning and development.

*TA 35 **Play and Child Development***

Divide the class into groups, and instruct each group to complete Teaching Aid 36, ***Ways Play Promotes Development in Children***, by listing in the appropriate blocks ways play promotes physical, intellectual, emotional, and social development. Have students consult references or the Internet to complete their activity. Lead groups to share their results, and compile class results in a master chart or on posters or transparencies.

*TA 36 **Ways Play Promotes Development in Children***

2) INDIVIDUAL ACTIVITY/VISUAL DISPLAY/ FHA/HERO

Have students collect pictures of children who are playing and identify for each picture what type(s) of development is being promoted for the child in that particular play situation. Ask students to categorize the development as physical, intellectual, emotional, or social. Help students design a visual display based on play that promotes physical, intellectual, emotional, and social development.

Small pictures of children at play may also be used to create a card game that matches the types of development with pictures and explanations of children at play. As a Families First project, students could exhibit the visual display at a community family resource center or a PTA meeting.

3) LABORATORY EXPERIENCE/OBSERVATION

Arrange for several parents to bring their toddlers (one to three years) to visit the class. Have students prepare by setting up play activities such as play dough, blocks, toys, and crayons. Allow children to play freely with their parents' supervision. Tape a tag identifying a first name and age to the back of each child. Assign each student to observe one of the toddlers and record observations on Teaching Aid 37, ***Watching Toddlers Play***. Students should note whether the toddlers play alone, with another child, next to another child, or with their parents.

*TA 37 **Watching Toddlers Play***

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NOTES

At the next class meeting, have students consult the observations they recorded and reflect on the toddlers' play.

KEY QUESTIONS

- What are characteristics of toddlers' play?
- How does play contribute to the children's social development?
- How did the parents contribute to their children's play?
- What are the roles of toys in children's play?
- With what types of toys did the toddlers most like to play?

4) EDUCATIONAL TOUR/CLASS DISCUSSION

Arrange a field trip to a preschool or child care center that has play or learning centers arranged for free choice by the children. Instruct students to make notes of the different kinds of play centers. Play centers may include outdoor large motor play, manipulative small motor play, sensory play, dramatic play, housekeeping and doll play, block and construction play, electronic play, and creative movement. Follow up by having students describe what the children were doing and saying in the different play centers and identify the different kinds of development being promoted through each kind of play.

KEY QUESTIONS

- What types of development were being promoted in each play center?
- Why is watching television a form of play?
- How is playing an electronic video game a form of play?

RESOURCES

AGENCIES AND ORGANIZATIONS

Association for Childhood Education International (ACEI)
National Association for the Education of Young Children (NAEYC)
Texas Agricultural Extension Service (Contact the County Family and Consumer Sciences Agent)
Texas Association for the Education of Young Children (TAEYC)

BOOK

Sawyers Janet K. & Rogers, Cosby S., 1990. *Helping Young Children Develop Through Play*.

8B- The student is expected to describe characteristics and safety features of developmentally appropriate play activities, toys, and equipment for children.

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities**.

NOTES

1) ORAL PRESENTATION/WRITTEN EXERCISE

TAAS WRITING

Ask students to describe or show a favorite childhood toy and tell about their memories of playing with the toy. Ask students if they felt their toy was developmentally appropriate for them at the age when they played with it. Have students describe the safety features of their toy. Instruct students to find a picture of a current toy they think they would have enjoyed as a child, and explain their choice. Have each student write an essay to compare and contrast the two toys.

2) GROUP ACTIVITY

Display equal numbers of different categories of toys. Categories may include expensive, single-use toys, such as ones that make a sound when a string is pulled; simple, versatile toys, such as a ball; and household items children like to play with, such as large boxes or pots and pans. Divide the class into three groups. Assign one toy category to each group of students. Have the groups compete to see how many ways they can think of to play with each toy or item in their category. Have students determine the age group for which each toy is developmentally appropriate, and identify safety issues or concerns. Lead students to share responses with the class.

KEY QUESTION

- How would a child's development be enhanced through the various play applications for each toy?

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3) INTERNET/VISUAL DISPLAY/ FHA/HERO

TAAS WRITING

Have students conduct an Internet search on the topic of "Characteristics of Developmentally Appropriate Toys" or "Toy Safety." Be sure the students are fairly equally divided between the two topics. Have each student prepare a visual aid or poster reflecting their findings. Conduct a visual aid or poster session to enable students to view one another's findings. Instruct students to summarize their findings in writing for class distribution.

As a chapter project for FHA/HERO, have students present the poster session to the elementary parent organizations or child care programs.

NOTES

TA 38 ***Play Activities, Toys, and Equipment for Infants***

TA 39 ***Play Activities, Toys, and Equipment for Toddlers***

TA 40 ***Play Activities, Toys, and Equipment for Preschool Children***

TA 41 ***Play Activities, Toys, and Equipment for School-age Children***

4) CLASS DISCUSSION/WRITTEN EXERCISE

Use Teaching Aid 38, ***Play Activities, Toys, and Equipment for Infants***; Teaching Aid 39, ***Play Activities, Toys, and Equipment for Toddlers***; Teaching Aid 40, ***Play Activities, Toys, and Equipment for Preschool Children***; and Teaching Aid 41, ***Play Activities, Toys, and Equipment for School-age Children***, to lead a class discussion on the kinds of play activities needed by children based upon their developmental characteristics. Lead students to identify safety concerns for play activities, toys, and equipment associated with each age group. Have students collect pictures of play activities, toys, and equipment that are developmentally appropriate for each age group, and for each item, explain why each selection is safe and developmentally appropriate.

FHA/HERO ACTIVITIES

- FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

AGENCIES AND ORGANIZATIONS

National Association for the Education of Young Children (NAEYC)

Texas Association for the Education of Young Children (TAEYC)

Texas Department of Human Services

BOOKS

Bronson, Martha B., 1995. *The Right Stuff for Children Birth to 8: Selecting Play Materials to Support Development*.

Sawyers, Janet K., & Rogers, Cosby S., 1988. *Helping Young Children Develop Through Play*.

8C- *The student is expected to describe strategies parents may use to encourage constructive play.*

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities**.

NOTES

1) RESEARCH/CLASS DISCUSSION/VISUAL DISPLAY

Divide the class into groups. Assign each group one of the following age groups: infants, toddlers, preschool children, and school-age children. Have groups search the Internet (for example, www.parenttime.com), reference books, or parenting magazines to find suggested strategies parents may use to encourage constructive play. Tell groups to take notes describing the strategies they find.

As you lead students to share the strategies they found for each age category, list the strategies on an overhead display. Teaching Aid 42, ***Suggestions for Playing with Infants***; Teaching Aid 43, ***Suggestions for Playing with Toddlers***; Teaching Aid 44, ***Suggestions for Playing with Preschool Children***; and Teaching Aid 45, ***Suggestions for Playing with School-age Children***, may be used to start the discussion or to add strategies.

TA 42 ***Suggestions for Playing with Infants***

TA 43 ***Suggestions for Playing with Toddlers***

TA 44 ***Suggestions for Playing with Preschool Children***

TA 45 ***Suggestions for Playing with School-Age Children***

Have students design a newsletter, brochure, or poster that summarizes strategies parents may use to encourage constructive play in each age group. As a FHA/HERO activity, copies of the newsletter or brochure could be provided to a local community children's clinic or community center.

2) GROUP ACTIVITY/PROJECT

Divide the class into groups. Assign students to design a play center that encourages constructive play for a specified age group (e.g., toddler, preschool). Have the class select the best design, and allow students to create the selected play center. Lead students to discuss aspects of the play center that would encourage constructive play.

3) INDIVIDUAL ACTIVITY/GUEST SPEAKER/ FHA/HERO

Have students read information in Teaching Aid 46, ***Books and Stories***. Review the information with students, and point out that reading to children is a strategy parents can use to promote their child's development. Invite a language arts teacher or children's librarian to bring examples of good books for young children and to talk to students about books and reading.

TA 46 ***Books and Stories***

NOTES

KEY QUESTIONS

- How does reading to children promote their development?
- How does reading to children help build the parent-child relationship?
- What are guidelines for parents when reading to children?
- What criteria should be followed in selecting books for children of various ages?

As a FHA/HERO chapter project, have students participate in a reading program for young children such as Ready, Set, Read!, available from the Home Economics Curriculum Center. Members could also have a children's book drive to donate books for children for after-school care programs, hospitals, family shelters, or similar programs.

FHA/HERO ACTIVITIES

- FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

AGENCIES AND ORGANIZATIONS

National Association for the Education of Young Children (NAEYC)
International Reading Association (IRA)

BOOKS

Bronson, Martha B., 1995. *The Right Stuff for Children Birth to 8: Selecting Play Materials to Support Development*.

Home Economics Curriculum Center, 1999. *Ready, Set, Read!* (Literacy Project)

Sawyers, Janet K., & Rogers, Cosby S., 1988. *Helping Young Children Develop Through Play*.

8D- The student is expected to determine potential uses of technology, media, and resources to foster healthy child development.

1) GROUP ACTIVITY/RESEARCH/PRESENTATION

Lead students to brainstorm types of technology, media, and resources which provide children opportunities for "play." Divide the class into groups, and assign each group one of the types; examples include television shows, children's magazines, computer games, videos, books, and the Internet. Provide each group a copy of Teaching Aid 47, ***Children's Play in the Information Age***. Have groups first fill out the type of technology, media, or resource they are assigned, then research potential uses of that medium to foster healthy child development, as well as potential misuses which could harm children. Have students search the Internet or consult references to locate information, and then complete both columns on the activity sheet. Provide additional copies of the sheets as needed, or allow students to record their information in word-processed or display format. Ask each group to present their findings orally to the class. Lead a class discussion on information and issues shared. Keep completed sheets for use in Strategy 2, TEKS 8E.

KEY QUESTIONS

- What are ways technology, media, and other resources can foster healthy child development?
- What are potential dangers or misuses of these media?
- How can parents help children enjoy the benefits of resources and information technology, while protecting them from hazards?

2) RESEARCH/WRITTEN EXERCISE/VISUAL DISPLAY

Review with students Teaching Aid 46, ***Books and Stories***. Have students work individually to research and write information sheets similar to Teaching Aid 46, related to watching television or a videotape with children, helping them play a computer game, or working with them on a children's Internet site. Lead students to share their products, and prepare a visual display of the resulting sheets.

3) WRITTEN EXERCISE/PROJECT/ FHA/HERO

Have students review current popular children's television shows, movies, and computer applications, and write a review and critique of their assigned area. To avoid duplication among students, work with the group up front to list and assign items. Lead students to share and compile their findings, and to publish a newsletter summarizing their reviews and critiques.

NOTES

TA 47 ***Children's Play in the Information Age***

TA 46 ***Books and Stories***

TAAS WRITING

TAAS WRITING

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NOTES

As a Focus on Children project or Families First project, students could furnish articles to the local newspaper to appear as a series of articles for parents. If a newsletter is published, it could be distributed through child care centers or elementary classes.

FHA/HERO ACTIVITIES

- Families First: Parent Practice
- Star Events: Illustrated Talk, Focus on Children
- Ready, Set, Read! - (Literacy Project)
- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

AGENCIES AND ORGANIZATIONS

Association for Childhood Education International (ACEI)

National Association for the Education of Young Children (NAEYC)

WEB SITES

National Parent Information Network
ericps.ed.uiuc.edu/npin

Parents as Teachers National Center
www.patnc.org

U.S. Department of Education
www.ed.gov/index.html

8E- The student is expected to determine safeguards to prevent misuse and abuse of technology and media with children.

1) RESEARCH/CLASS DISCUSSION

Have students use the library to research newspaper and magazine articles which feature misuse and abuse of technology and media with children. Instruct each student to prepare an oral or written summary of the article. Lead students to share and discuss summaries with the class.

KEY QUESTIONS

- Why are children often the victims of technology/media misuse and abuse?
- How can parents provide safeguards against these problems?

2) GROUP ACTIVITY/PRESENTATION

Have students return to their groups from Strategy 1 under TEKS 8D. Instruct groups to refer to the completed activity sheets (Teaching Aid 47, ***Children's Play in the Information Age***) and determine safeguards to protect children from the potential misuses they identified in the right column. Encourage groups to consult their original references or conduct additional research in order to determine safeguards. Several Internet sites offer suggestions for healthy use of information technology and media. Have each group compose guidelines they would recommend to parents in safeguarding children from potential misuse or abuse of technology, media, and information that is so readily available today. Have each group develop a creative oral presentation to share their guidelines with the class. Presentations, for example, might be in the form of a Public Service Announcement, a skit, or a song.

3) GROUP ACTIVITY/VISUAL DISPLAY

Lead students to brainstorm common cautions they remember their parents telling them often. Examples may be similar to those shown on Teaching Aid 48, ***Cautions Parents Give to Children***. Write the caution statements on index cards. Divide the class into groups, and give each group one or more of the cards. Have each group take their statement and translate it into guidelines for safety on the Internet.

The point of the activity is that parents often feel uncertain about how to safeguard children from dangers related to the Internet when, in fact, many of their common safety guidelines apply. For example, children should be wary of strangers on the Internet just as they would in person. Parents need to know where their children "go" on the

NOTES

TAAS WRITING

TA 47 ***Children's Play in the Information Age***

TA 48 ***Cautions Parents Give to Children***

NOTES

Internet and who else is there (as in chat rooms or e-mail). Children will avoid inappropriate sites if they "come straight home" after visiting their targeted site. Parents should go on line with children, especially at first, and parents should frequently "drop in" thereafter to check on the child's Internet activity. (Having the computer in a family room rather than the child's bedroom makes it easier to monitor.)

Have groups create a visual display of their original statement, plus the translated Internet safety guidelines. Lead a discussion on Internet safety as groups share their guidelines and displays.

4) GUEST SPEAKER

Invite a guest speaker to share safeguards for preventing misuse and abuse of technology and media with children. The speaker should be someone with the appropriate background in technology, such as a Technology Education teacher or a computer technology educator or administrator from a corporation, university, or education service center.

FHA/HERO ACTIVITIES

- STAR Events: Focus on Children or Illustrated talk on safeguards to prevent misuse and abuse of technology and media with children
- Families First: Parent Practice
- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

WEB SITES

National Association for the Education of Young Children (NAEYC)
www.naeyc.org

National Parent Information Network
ericps.ed.uiuc.edu/npin

Parents as Teachers National Center
www.patnc.org

U.S. Department of Education
www.ed.gov/index.html

Preparation for Parenting

Knowledge and Skills.

(9) Effective parenting.

The student summarizes appropriate guidance techniques for children of various ages and developmental levels.

The student is expected to:

(A) identify the various types of guidance;

(B) determine appropriate guidance techniques;

(C) describe parenting styles and the effects on children;

(D) explain behaviors that may lead to child abuse; and

(E) identify strategies that deter abusive behavior.

9A- The student is expected to identify the various types of guidance.

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities**.

NOTES

1) CLASS DISCUSSION

Write the term *child guidance* on the board or overhead. Have students write down the first word that comes to mind. Ask students to share the words they associated with child guidance, and record the words on the board or overhead. Follow the same procedure after writing the term "discipline." Lead a class discussion contrasting guidance and discipline.

KEY QUESTIONS

- What is the difference between child guidance and discipline?
- What responsibilities do parents have to provide child guidance?
- Where do we get ideas about what is appropriate in guiding children?

2) GROUP ACTIVITY

Divide the class into groups. Randomly distribute cards with the following statements printed on them "Perfect children don't exist" and "Perfect parents don't exist." Have students respond to the following:

- Do you agree with the statement? Why?
- How might your thoughts on these statements affect your guidance and discipline of children?

Lead groups in sharing responses with the class.

3) RESEARCH/WRITTEN EXERCISE

Assign students to research references to learn about direct and indirect methods of child guidance. In writing, have students describe direct and indirect guidance and give examples of both types. Display Teaching Aid 49, ***Direct and Indirect Methods of Guidance***. Based upon their assignment, lead students to discuss the methods, add to or adapt the statements, and share examples to clarify each method.

*TA 49 **Direct and Indirect Methods of Guidance***

TAAS WRITING

4) OBSERVATION/CLASS DISCUSSION

Instruct students to observe children and their parents or other caregivers for examples of positive and negative ways of guiding children. Provide each student with a copy of Teaching Aid 50,

*TA 50 **Guidance Observation***

NOTES

Guidance Observation. Have students observe children in various situations and record under #1 an instance where they thought positive guidance was provided by the parent/caregiver, and under #2 an instance where negative guidance was used. Tell students to keep their observations anonymous, noting only the location and time. Students should leave #3 blank; it will be completed in Strategy 2, TEKS 9B. Lead a class discussion on the various examples of positive and negative guidance reported by students.

KEY QUESTIONS

- What are characteristics of the examples of positive guidance?
- What are characteristics of the examples of negative guidance?
- Which examples of guidance seemed to be most effective with the children? Why?
- Which guidance examples will improve the child's self image?
- Which examples would you prefer to use? Why?

5) GROUP ACTIVITY/ORAL PRESENTATION

As a concluding activity, organize groups of three or four students. Have students work in groups to make a poster showing the key points concerning guidance they learned. Allow about 10-15 minutes for work time, and provide each group with markers and poster board or flip-chart paper. Tell every person in the group to sign the finished project. Have groups quickly present to one another.

RESOURCES

AGENCIES AND ORGANIZATIONS

National Association for the Education of Young Children (NAEYC)

Texas Association for the Education of Young Children (TAEYC)

9B- The student is expected to determine appropriate guidance techniques.

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities**.

NOTES

1) RESEARCH/ORAL PRESENTATION

TAAS WRITING TAAS READING

Assign students to research current parenting publications or other resources for information related to appropriate techniques for guiding children's behavior. Have students create reference cards for each article identified; reference cards should include reference information, as well as identify the behavior discussed and techniques suggested for positively guiding children. Using reference information, have students prepare an illustrated talk identifying positive guidance techniques or a guidance portfolio identifying behaviors specific to developmental ages and suggested positive guidance techniques for dealing with the behavior.

2) GROUP ACTIVITY/ROLE PLAY

Divide the class into groups. Tell each student to bring to their group copies of their Guidance Observations completed in Strategy 4, TEKS 9A. For each of the negative examples recorded, have groups determine techniques the caregiver/parent might have used to provide positive guidance. Based upon group discussion, have each student complete the #3 item on the observation sheet. Working with partners, have students write role plays based upon one of their examples depicting first the behavior with negative response, and then the behavior as addressed through an appropriate positive guidance technique. Have students present and discuss their role plays.

3) CLASS DISCUSSION/GROUP ACTIVITY

Display Teaching Aid 51, ***Using Positive Language***. Lead a class discussion on how negative statements by parents/caregivers affect children's development and self-concepts. Have students write positive statements that could be used to replace the negative statements listed on the bottom.

*TA 51 **Using Positive Language***

Have students work in groups to practice writing positive responses to replace the negative ones for each situation in Teaching Aid 52, ***Guiding Through Positive Responses***. Lead students to share suggestions for each situation, and reemphasize the importance of positive verbal guidance for children.

*TA 52 **Guiding Through Positive Responses***

NOTES

TA 53 ***What Would You Do If?***

4) CLASS DISCUSSION/VISUAL DISPLAY/WRITTEN EXERCISE

Provide students with copies of Teaching Aid 53, ***What Would You Do If?*** Based upon students' observations or experience, allow them to suggest other behaviors to add to the list. Instruct students to choose at least two of the "what if's" and write a summary of guidance techniques for dealing with the identified behaviors. Have students exchange summaries.

5) PROJECT

Have students develop an advertising campaign to promote positive ways to guide children. Have students identify concepts and techniques to promote in the campaign, create a slogan for the campaign, and make a plan for getting the information to parents or local businesses, community centers, or child care centers.

FHA/HERO ACTIVITIES

- STAR Events: Focus on Children; Illustrated Talk
- Families First: Parent Practice

RESOURCES

AGENCIES AND ORGANIZATIONS

National Association for the Education of Young Children (NAEYC)
National Council on Family Relations (NCFR)
Texas Association for the Education of Young Children (TAEYC)
Texas Department of Human Services (TDHS)
Texas Department of Protective and Regulatory Service (TDPRS)

PERIODICALS

Texas Child Care, available from Texas Workforce Commission
Texas Parenting News, available from Texas Workforce Commission
Young Children, available from NAEYC

WEB SITES

National Parent Information Network
ericps.ed.uiuc.edu/npin
Ohio State University Extension (Ohioline)
www.ag.ohio-state.edu

9C- The student is expected to describe parenting styles and the effects on children.

1) RESEARCH/VISUAL DISPLAY

Instruct students to read references for information on authoritarian/autocratic, democratic, and permissive parenting styles. Have students write on a 5x7 index card information about each style, including a description, examples, and possible effects on children. Display Teaching Aid 54, ***Parenting Styles***. Lead students to share their findings and discuss characteristics and effects of the three parenting styles.

Have students work in groups to create visual displays, such as a poster or chart, summarizing the three parenting styles.

2) ROLE PLAY

Have students work in pairs to write role plays, using a situation where a parent and a child are putting together tinker toys. As each role play is performed, have students determine which scenario fits with which parenting style. Point out differences between the styles.

Suggested role-play scenarios

1) Permissive parent – pays little attention as child builds with tinker toys
2) Authoritarian/autocratic parent – tells child how to build tower. Uses negative reinforcements.
3) Democratic parent – works together with the child to build tower. Encourages the child. Asks questions.

3) WRITTEN EXERCISE/CLASS DISCUSSION

TAAS WRITING

Have students refer to the visual displays from Strategy 1 to review characteristics of parenting styles. Working in pairs, have students read each of the following situations and write a democratic, permissive, and authoritarian/autocratic response for each.

1) Two siblings are fussing over a toy
2) Preschool child refuses to get ready for bed
3) Third-grader consistently fails to be ready for school on time
4) A middle-school child refuses to make his bed
5) A third grade child wants to play baseball instead of doing homework

Lead students to share and discuss responses.

KEY QUESTIONS

- Of the three parenting responses created by your pair, which was the most difficult to write? easiest? Why?
- Which parenting style is most effective for children? parents? Why?
- Do parents use only one style, or do they use a combination of styles? Support your answer.

NOTES

TA 54 Parenting Styles

TAAS WRITING

NOTES

TAAS WRITING

4) JOURNAL/WRITTEN EXERCISE

Have students keep a journal recording observations of parents and children on television programs. Have students identify the parenting style used by the parent(s) in the show and describe at least one example of how the parent encouraged good behavior, set and enforced limits and rules, or dealt with misbehavior. Analyze the effects of the parent's guidance techniques on the child's behavior and the child's development.

RESOURCES

AGENCIES AND ORGANIZATIONS

National Association for the Education of Young Children (NAEYC)
National Council on Family Relations (NCFR)
Texas Association for the Education of Young Children (TAEYC)
Texas Department of Human Services (TDHS)
Texas Department of Protective and Regulatory Service (TDPRS)

PERIODICALS

Texas Child Care, available from Texas Workforce Commission
Texas Parenting News, available from Texas Workforce Commission
Young Children, available from NAEYC

WEB SITES

National Parent Information Network
ericps.ed.uiuc.edu/npin
Ohioline
www.ag.ohio-state.edu

9D- The student is expected to explain behaviors that may lead to child abuse.

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities**.

NOTE: Special caution should be taken when teaching concepts regarding child abuse. Teachers should be especially sensitive to the perspectives of their students and follow local district policies pertaining to content which may be considered sensitive in nature.

1) RESEARCH/CLASS DISCUSSION/VISUAL DISPLAY

Have students research the topic of child abuse and neglect. Using references and the Internet, instruct students to answer the following questions in writing:

- What is child abuse?
- What is child neglect?
- What are potential effects of child abuse and neglect?
- What factors may lead to child abuse?

Display Teaching Aid 55, ***Effects of Child Abuse Include....*** Lead students to discuss their written answers and to add to the list of consequences of child abuse cited in the teaching aid. In their discussion of consequences, have students consider not only how abuse affects its child victims, but also families and society.

2) VISUAL DISPLAY/CLASS DISCUSSION

As students search references for information on child abuse, ask them to locate and copy statistics on child abuse at the community, state, or national level. Lead students to create a visual display of statistics regarding the incidence of child abuse and neglect. (Computer software spreadsheets may be used to create charts to organize statistics.) Lead a discussion on incidence of child abuse.

KEY QUESTIONS

- Why is child abuse a serious concern?
- Was child abuse a problem in society 50 years ago? Why?
- Why does child abuse continue to be a problem in our society?
- What do parents need to do in order to refrain from abusing children?

NOTES

TA 55 Effects of Child Abuse Include...

TAAS WRITING TAAS READING

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NOTES

TA 56 ***Categories of Child Abuse and Neglect***

TA 57 ***Parents Who Abuse Their Children***

TAAS READING TAAS WRITING

3) CLASS DISCUSSION/WRITTEN EXERCISE

Display Teaching Aid 56, ***Categories of Child Abuse and Neglect***. Discuss with students what actions constitute definitions of abuse and neglect in each category. (In Texas, the definitions of abuse and neglect are contained in the Texas Family Code. One source of information is the Texas Department of Protective and Regulatory Services.)

Have students collect current published articles related to the different types of abuse and neglect. Display Teaching Aid 57, ***Parents Who Abuse Their Children***. Review from the teaching aid, and from student research in Strategy 1, factors that have been identified as contributing to child abuse. Ask students to write responses to the articles they collected identifying factors/behaviors that may have contributed to abuse in the situations described. Lead students to share and discuss responses.

KEY QUESTIONS

- Do you think the abusers in the articles were aware that their behavior was abusive or neglectful?
- How can parents tell when their behavior is destructive?
- What might be long-term consequences of situations reported in the articles?

RESOURCES

WEB SITES

Children's Trust Fund of Texas
www.ctf.state.tx.us

National Committee to Prevent Child Abuse
www.childabuse.org

National Council on Family Relations
www.ncfr.org

Texas Department of Protective and Regulatory Services
www.tdprs.state.tx.us

9E- The student is expected to identify strategies that deter abusive behavior.

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities**.

NOTES

1) GUEST SPEAKER/VISUAL DISPLAY/LISTENING TEAMS

Invite a representative from Children's Protective Services, a children's shelter, or another professional qualified to speak on the topic of child abuse and neglect. Divide the class into listening teams and assign each team a topic related to child abuse. In listening teams, have students take notes about their topic during the presentation and then summarize the information in the form of a visual display.

Suggested topics:

- factors contributing to child abuse and neglect
- characteristics of abusive parents
- community resources for prevention of abuse and neglect
- community resources to help victims of abuse and abusive parents

KEY QUESTIONS

- What could be done to prevent child abuse and neglect?
- What can a parent do to keep from being abusive or neglectful?
- What responsibilities do other family or community members have?
- What are responsibilities of community agencies?
- What can a child be taught to help prevent abuse?

2) AUDIOTAPED INTERVIEW/WRITTEN EXERCISE

TAAS WRITING

Refer students to articles collected in Strategy 3, TEKS 9D. Have each student select a situation from an article and write questions to solicit suggestions for strategies to help deter abusive behaviors reported. Present the questions to a qualified community professional (such as a representative from Children's Protective Services, law enforcement officer, or family counselor), and audiotape responses to play for the class. Ask the person (or persons) interviewed to focus on proactive strategies to help prevent abuse or neglect; suggestions may include specific parenting education opportunities, stress reduction activities, or community support resources. As students listen to the audiotape, have each student list suggested strategies and then organize them in written outline form.

NOTES

TA 57 ***Parent Who Abuse Their Children***

3) GROUP ACTIVITY

Review with students Teaching Aid 57, ***Parents Who Abuse Their Children***. Write each characteristic on a separate 5x7 index card; add cards for any additional characteristics or factors determined in previous activities. Divide the class into groups, and give each group one or more index cards. Instruct students to identify strategies which might help parents avoid abusive behavior when that characteristic is present; students should write the strategies on the back of the corresponding card. NOTE: Point out that the presence of one or even several characteristics does not necessarily mean a parent is prone to abuse or neglect a child. For example, many persons experience marital problems or money problems without risk of child abuse. However, these are factors that have been associated with child abuse. Therefore, if a person is stressed out over a factor such as marital problems, the goal is to identify strategies that would prevent the parents lashing out against a child.

TA 58 ***Twelve Alternatives to Striking a Child***

4) SURVEY/PROJECT/ FHA/HERO

Display Teaching Aid 58, ***Twelve Alternatives to Striking a Child***. Have students ask adult family and community members what things they do to maintain self-control when they are really angry. Based upon responses, have students develop their own list of ways to maintain self-control and explain how parents could use the list to take time out and make guidance choices that are in the best interest of children and families. Have students create a "pocket card" that contains suggestions for parents in dealing with anger.

As a Families First project, have students contact community agencies for distribution of pocket cards.

RESOURCES

WEB SITES

Children's Trust Fund of Texas
www.ctf.state.tx.us

National Committee to Prevent Child Abuse
www.childabuse.org

National Council on Family Relations
www.ncfr.org

Texas Department of Protective and Regulatory Services
www.tdprs.state.tx.us

Preparation for Parenting

Knowledge and Skills.

(10) Effective parenting

The student evaluates how individual and family crises affect family relationships and parenting.

The student is expected to:

(A) identify family crises;

(B) analyze how family crises affect family and parenting relationships;

(C) determine strategies for preventing and coping with family crises;

(D) summarize resources available to assist families; and

(E) discuss society's role in the protection of individuals and families.

10A- The student is expected to identify family crises.

1) CLASS DISCUSSION/GROUP ACTIVITY

Write the word *crisis* on the chalkboard or overheard projector. Have students write their definition of the word on their own paper. Have students compare their definition with one from the dictionary. The *Webster-Merriam Dictionary* defines *crisis* as an emotionally significant event or radical change of status in a person's life.

Lead students to identify specific crisis situations. Display Teaching Aid 59, ***Common Causes of Families in Crises***. Have students divide into small groups. Assign each group one of the crisis situations and discuss the Key Questions.

KEY QUESTIONS

- How might this situation affect the family?
- What difficulties might the crisis create?
- Where might a family go for assistance in coping with a crisis?

2) INDIVIDUAL ACTIVITY/CLASS DISCUSSION/WRITTEN EXERCISE

A *crisis* is an experience or event that causes an individual to make a change in his or her life. A single life event or combination of events can create a crisis in the family. When a crisis happens, the entire family is affected. Often times family members may not be able to carry out their roles and responsibilities for a period of time. The crisis can hinder the growth and development of family members. How a family identifies and interprets the event can also affect family and parenting relationships. Developing coping skills can help family members adjust to the crisis and carry out their family functions.

Have each student bring a newspaper or magazine article that features one or more families in crisis. Help the students relate each situation to how it might affect the family. Have students write a one-page summary of the article and share their findings with the class.

KEY QUESTIONS

- What event caused the crisis situation?
- How is this situation affecting the family?
- What are the consequences of the situations discussed in the article?
- How might the situation be handled?

NOTES

TA 59 Common Causes of Families in Crises

TAAS READING | TAAS WRITING | SOCIAL STUDIES

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NOTES

RESOURCES

WEB SITES

Children, Youth, and Families Education and Research Network (CYFERNET), Service of Cooperative Extension Service
www.cyfernet.org

National Council on Family Relations
www.ncfr.org

National Network for Family Resiliency
www.nnfr.org

National Parent Information Network
ericps.ed.uciuc.edu/npin

10B- The student is expected to analyze how family crises affect family and parenting relationships.

1) INDIVIDUAL ACTIVITY/WRITTEN EXERCISE/TEAMWORK

Review with students the identified family crises on Teaching Aid 59, ***Common Causes of Families in Crises***. Assign each student one of the crises. Have each student write a scenario based on the crisis. Have students exchange scenarios. With a partner, have students discuss the effects the crisis may have on family relationships and parenting.

To follow-up the activity, ask student volunteers to represent family members in one or more of the scenarios. Group student volunteers in a circle. As the scenario is read, have students pass a ball of string from person to person unwinding the string to create a continuous connection between all persons the crisis affects. When the crisis occurs, the person it directly affects takes one step back from the circle. The string tension should be seen as the family member steps back. Have the rest of the class analyze (by discussion or writing) the effect the crisis is having on family members.

2) INDIVIDUAL ACTIVITY/WRITTEN EXERCISE

Review Teaching Aid 59, ***Common Causes of Families in Crises*** with the class. Have students select one of the crises presented and create a web diagram depicting how the crisis could affect family and parenting relationships. Students should write a summary explaining the issues and concepts identified in the web diagram.

As a follow-up activity, have students complete Teaching Aid 60, ***The Road to Preventing and Coping with Family Crises***. Have student volunteers share their findings.

NOTES

TA 59 ***Common Causes of Families in Crises***

TAAS WRITING

TA 59 ***Common Causes of Families in Crises***

TA 60 ***The Road to Preventing and Coping with Family Crises***

TAAS WRITING

NOTES

RESOURCES

WEB SITES

Children, Youth, and Families Education and Research Network (CYFERNET), Service of Cooperative Extension Service
www.cyfernet.org

National Council on Family Relations
www.ncfr.org

National Network for Family Resiliency
www.nnfr.org

National Parent Information Network
ericps.ed.uciuc.edu/npin

10C- The student is expected to determine strategies for preventing and coping with family crises.

1) CASE STUDY/GROUP ACTIVITY/CLASS DISCUSSION

In preventing a crisis, it is important for the family to identify sources of stress in the family and to utilize outside resources to help them handle the stress and its effects. It is crucial for family members to practice good communication skills so that when crisis situations occur, the family will cooperate in dealing with resulting stress.

In coping with a family crisis, four steps are generally recommended by experts:

- Understand the situation
- Seek solutions to the problem
- Strengthen the family unit
- Emphasize personal growth for family members

Divide students into small groups. Using Teaching Aids 61a and 61b, ***Case Studies of Families in Crisis***, assign each group a case study that depicts a family undergoing a crisis or a potential crisis. Discuss with students that a situation that is problematic for one family might not have the same effect on other families. Even the most well-prepared family will experience some crisis-producing events during the life cycle. Many events occur suddenly, without time for preparation. Have students discuss the strategies depicted in the case studies. Share conclusions with the class.

KEY QUESTIONS

- What is the nature of the family crisis?
- What are some effective ways families cope with crisis?
- What are some ineffective ways families cope with crisis?
- How are management practices related to coping skills?
- How can effective management practices help families during crises?

2) GUEST SPEAKER/LISTENING TEAMS

Invite a guest speaker from a community family shelter or some other crisis management agency to discuss family crises and ways families can better cope with crises. Have listening teams develop questions, then listen for answers. Following the presentation, have groups summarize the responses to their questions.

NOTES

TA 61a-b
Case Studies of Families in Crisis

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3) VISUAL DISPLAY/ORAL PRESENTATION/PROJECT

Have students work individually or in groups to develop a visual display, computer-generated presentation, or video that reflects strategies for preventing and coping with family crises. Have students share their project with the class. The presentations could also be made to other school and community groups. The videos could be shown on school television stations.

FHA/HERO ACTIVITIES

- Families First: Meet the Challenge Unit
- Community Service Project
- STAR Event: Illustrated Talk

RESOURCES

WEB SITES

Children, Youth, and Families Education and Research Network (CYFERNET), Service of Cooperative Extension Service
www.cyfernet.org

National Council on Family Relations
www.ncfr.org

National Network for Family Resiliency
www.nnfr.org

National Parent Information Network
ericps.ed.uciuc.edu/npin

10D- The student is expected to summarize resources available to assist families.

1) INDIVIDUAL ACTIVITY/PROJECT/GROUP ACTIVITY

Have students complete Teaching Aid 62a, ***Community Resources***. Teaching Aid 62b, ***Answer Key*** provides answers to the activity. Discuss with students the resources listed and the services that they provide to families. Have students collect brochures and pamphlets from as many sources as possible to create a resource library for student use or to display in some prominent place frequented by families in the community. Have students update the resource library as needed.

Resources could be categorized as:

- Child Care
- Counseling
- Education
- Employment
- Financial Services
- Health and Safety
- Housing
- Legal Services
- Nutrition

KEY QUESTIONS

- Which of the community resources might be used most often by parents? Why?
- Did the number of services and agencies available to families in the community surprise you? Why or why not?
- How do most of the agencies and organizations make their services known to the community?
- What kinds of resources are available to rural communities?

2) INDIVIDUAL ACTIVITY/INTERVIEW

Have students interview a representative from a community agency or organization concerning the services they provide to families. Students may want to use Teaching Aid 63, ***Community Resources for Parents Checklist*** as a framework. Have students write a summary or give an oral presentation about the interview.

3) PANEL DISCUSSION/LISTENING TEAMS

Invite representatives from community agencies or organizations to participate in a panel discussion of services available to families. Divide the class into listening teams. Have students summarize responses and present to the class.

NOTES

TA 62a Community Resources

TA 62b Answer Key

SOCIAL STUDIES

TAAS READING

TA 63 Community Resources for Parents Checklist

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SOCIAL STUDIES

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4) INDIVIDUAL ACTIVITY/ORAL PRESENTATION

Set up volunteer opportunities for students at various community agencies or organizations (e.g., Food Bank, YWCA afterschool child care, Meals on Wheels). Have students write about their experiences at the agency or organization and the services provided. Reports should include what services are available for families as well as how communities can support the objectives of the agency or organization's service.

FHA/HERO ACTIVITIES

- Community Service Award
- Power of One: A Better You; Family Ties; Take the Lead
- STAR Events: Illustrated Talk; Focus on Children

RESOURCES

AGENCY AND ORGANIZATION

Texas Information and Referral Network
(Provides a directory of information and referral programs in Texas)

WEB SITES

Ohio State University Extension (Ohioline)
www.ag.ohio-state.edu

Texas Agricultural Extension Service
fcs.tamu.edu

10E- The student is expected to discuss society's role in the protection of individuals and families.

It is important that students understand that we, as members of society, individually have responsibilities for the protection of individuals and families. Some of this has been delegated to agencies or organizations that we may support, but that does not replace our individual responsibility. As friends, neighbors, and as citizens in the community, we can contribute to the protection of individuals and families. It takes individual involvement to make many family service organizations function.

NOTES

1) GUEST SPEAKER/PANEL DISCUSSION/LISTENING TEAMS

Invite a representative or several representatives from agencies and organizations, such as the Department of Protective and Regulatory Services, Family Outreach, American Red Cross, or law enforcement agencies to discuss their role in society in the protection of individuals and families. Have listening teams develop questions, then listen for answers. Following the presentation, have groups summarize the responses to their questions.

2) GROUP ACTIVITY/VISUAL DISPLAY

Have students prepare a visual display entitled "Society's Role in Protecting Its Members." Guide students in planning the project, and divide students into groups to implement the plan. Have one or more groups research statistics documenting the number of families in various crisis situations. Statistics should be prepared in an easy to read graph format. Other groups may collect newspaper or magazine articles and photographs which support the theme. If it is appropriate, the display may be exhibited in a prominent place in the school or community.

3) CLASS DISCUSSION/VIDEOTAPE

Have students view the videotape *The Future Is Ours...So Now What?*, available from Lions Club International. Lead students to discuss the importance of volunteering. Volunteers are active people who are willing to improve their communities. Volunteers, regardless of age or circumstance, can make a difference in society's role in the protection of individuals and families.

Volunteering can help everyone who participates — the leader who guides the project, the giver who performs the service and the community that benefits from the program.

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KEY QUESTIONS

- What is volunteering? What do people do when they volunteer?
- What were some of the reasons the students in the video gave for doing volunteer work?
- How had the students in the video changed as a result of their volunteering experiences?
- What kinds of community activities or services could not function if they did not have volunteers?

FHA/HERO ACTIVITIES

- Families First: You-Me-Us
- Power of One: Family Ties
- STAR Event: Illustrated Talk
- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

VIDEOTAPE

The Future is Ours... So Now What?, available from Lions Club International through Video Placement Worldwide.

Preparation for Parenting

Knowledge and Skills.

(11) Career preparation.

The student makes informed career decisions that reflect personal, family, and career goals.

The student is expected to:

(A) analyze the impact of career decisions on parenting;

(B) propose short-term and long-term career goals;

(C) assess personal interests, aptitudes, and abilities needed in the family-services profession;

(D) exhibit employability skills;

(E) demonstrate effective verbal, nonverbal, written, and electronic communication skills;

(F) demonstrate skills and characteristics of leaders and effective team members; and

(G) evaluate employment and entrepreneurial opportunities and educational requirements in the family-services profession.

11A- The student is expected to analyze the impact of career decisions on parenting.

1) GROUP ACTIVITY/CLASS DISCUSSION

Divide the class into groups and provide each group with a copy of Teaching Aid 64, ***Impact of Career Decisions on Parenting***. Assign each group a scenario which depicts a career decision that may impact parenting. Have each group discuss the scenario and the implications for parenting. Instruct students to use the teaching aid to record the group's responses to the key question. Have each group share their findings with the class.

Suggested scenarios include:

- delay of career for one parent until after the child rearing
- delay of having children until after career(s) have been established
- selection of home-based career
- two parents working different time schedules so that one parent is always at home with the children
- career which requires long hours or travel limiting time with family
- one parent choosing to have no career outside the home
- choosing a family friendly employer

KEY QUESTION

- What impact does this career decision have on parenting?

2) GROUP ACTIVITY/BRAINSTORMING/CLASS DISCUSSION

Have students divide into three smaller groups with one "professional." Assign one professional as a company supervisor in one group, a department unit manager in the second group, and the professional in the third group as a teacher. Introduce dilemma activity as provided with Teaching Aid 65, ***Career Complications***. Have groups spend approximately 10 minutes brainstorming solutions to the dilemma from the viewpoint of management (group with supervisor), co-workers (group with manager), and family/friends (group with teacher).

Possible reactions to solutions might include:
Supervisor: "We can't offer child care for everybody...but we cannot afford to lose valuable workers."
Co-workers: "It's not fair to give us whatever hours she can't work...but we do want to help out and do what's best for all."
Family: "We're not going to change our whole lives to make her co-workers happy... but we will help out however we can."

Each group should record ideas on a sheet of paper.

NOTES

TA 64 ***Impact of Career Decisions on Parenting***

TA 65 ***Career Complications***

NOTES

After brainstorming, have groups compare solutions for 10 minutes. Near the end of that time period, groups should note points of agreement and conflicts on a sheet of newsprint.

Have each group return to small groups for 5 minutes of discussion on how to respond to the ideas from other groups. During this time, two groups may meet and reach mutual agreement or to suggest new approaches.

In the last time allotment, have groups briefly review compromises and creative (win-win) options. Groups should have opportunities to air grievances and ill feelings. If the dilemma is unsolved or solved at the expense of one group, the class might address it another day.

3) GROUP ACTIVITY

TA 66a Futures Wheel

TA 66b Instructions for Futures Wheel

TA 67 Family Snapshots

Have students divide into small groups. Distribute copies of Teaching Aid 66a, ***Futures Wheel***. Explain the purpose of using the Futures Wheel:

- Futurists use the process to forecast the future.
- It allows one to see the whole picture.
- It lets us look at fringe issues. Many times it is the fringe issues which bother us the most.
- It encourages higher level critical thinking.

Demonstrate use of the Futures Wheel by referring to Teaching Aid 66b, ***Instructions for Futures Wheel***. Once the process has been demonstrated, have each of the small groups complete a Futures Wheel on dual-earner families. Viewing Teaching Aid 67, ***Family Snapshots***, may help students focus on the concept. Allow groups to complete their Futures Wheel. Have groups share completed wheels. Following the reports, have each participant write a response to the following statement: "The most important thing I learned from this exercise was..."

RESOURCES

WEB SITES

Families and Work Institute
www.familiesandwork.org

National Network for Family Resiliency
www.nnfr.org

Social Statistics Briefing Room
www.whitehouse.gov/fsbr

11B- The student is expected to propose short-term and long-term career goals.

1) INDIVIDUAL ACTIVITY/RESEARCH/VISUAL DISPLAY

Have students create a "Road Map of My Future" poster. Assign students to identify long-term career goals, then identify short-term goals that may help them accomplish their long-term goals. Have students research how much educational and personal preparation is needed for their chosen goals. Resources, such as the *Dictionary of Occupational Titles*, the Internet, and other occupational references, would be helpful. The information should be included on the road map. Have students utilize the FHA/HERO planning process or similar processes. Have students display their work.

2) INTERVIEW/INDIVIDUAL ACTIVITY/WRITTEN EXERCISE

Have students interview one or two adults who have careers that the student has identified as a career interest. Have students summarize the interviews and formulate short-term and long-term goals that would lead to that career. Share interviews and sample career goals with the class.

3) PANEL DISCUSSION/LISTENING TEAM

Invite a panel of professionals representative of a variety of students' career interests (e.g., lawyer, teacher, nurse, plumber). Divide the class into listening teams and develop questions for the guest panel. Have students listen for answers, then summarize. Questions concerning necessary career goals should be included.

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NOTES

FHA/HERO ACTIVITIES

- Power of One: A Better You, Working on Working
- FHA/HERO Career Connection: SIGN ON to the Career Connection
- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

BOOKS

Future Homemakers of America, Inc., 1998. *FHA/HERO Career Connection.*

Future Homemakers of America, Inc., 1999. *Leaders at Work.*

U.S. Department of Labor, 1999. *Dictionary of Occupational Titles.*

U.S. Department of Labor, 1999. *Occupational Outlook Handbook.*

11C- The student is expected to assess personal interests, aptitudes, and abilities needed in the family-services profession.

1) PANEL DISCUSSION/LISTENING TEAMS/PROJECT

Invite a panel of family-service professionals (e.g., child life specialist, extension agent, social worker). Divide the class into listening teams. Allow the teams to formulate questions concerning interests, aptitudes, and abilities needed in various career options within the family services profession. Have students listen for responses. Information gathered could be organized into a brochure on careers in the family-services profession.

2) INTERVIEW/INDIVIDUAL ACTIVITY/ORAL PRESENTATION

Have students interview an individual in a family-services profession. Students should include interview questions based on personal interests, aptitudes, and abilities needed in the profession. Have students organize the responses to the interview in a persuasive speech and present it to the class.

3) INDIVIDUAL ACTIVITY/WRITTEN EXERCISE

Set up a specific day for students to job shadow an individual in a family-services profession. Have students spend at least two hours "shadowing" an individual. While shadowing, the students should interview and make note of personal interests, aptitudes, and abilities needed in the profession. Students could summarize the information in a reflective notebook or in a report.

KEY QUESTIONS

- What are routine tasks to be performed in the career?
- What are characteristics of the career that contribute to or take away from one's ability to effectively parent?
- What are educational and preparation requirements for the career?
- What types of personal experiences contribute to the career?

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NOTES

FHA/HERO ACTIVITIES

- FHA/HERO Career Connection: PLUG In to Careers, SIGN UP to the Career Connection
- Power of One: Working on Working
- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

BOOKS

Future Homemakers of America, Inc., 1998. *FHA/HERO Career Connection.*

Future Homemakers of America, Inc., 1999. *Leaders at Work.*

U.S. Department of Labor, 1999. *Occupational Outlook Handbook.*

11D- The student is expected to exhibit employability skills.

1) CLASS DISCUSSION/GROUP ACTIVITY/SKIT

Have students define "employability skills." Use Teaching Aid 68, ***Employability Skills***. Lead a class discussion about the importance of employability skills, such as cooperation, dependability, responsibility, honesty, ability to follow directions, and the ability to follow rules and regulations in the workplace.

KEY QUESTIONS

- How do these employability skills contribute to success in career, family, and community roles?
- What opportunities are high school students given to exhibit employability skills?

Have students divide into small groups. Assign each group to write a skit that shows high school students exhibiting employability skills in a variety of situations. Have each group perform their skit for the class.

2) INDIVIDUAL ACTIVITY/CLASS DISCUSSION

Distribute Teaching Aid 69, ***Who Would You Hire?*** Have students pretend that they are a human resources assistant manager in a company. Complete the assignment and with the class, discuss what type of applicant they would recommend for each of the job openings.

KEY QUESTIONS

- What employability skills are needed for each position?
- How do employability skills contribute to success in family and community roles?
- If you were an applicant, which of the positions would you be interested in?

NOTES

TA 68 Employability Skills

TA 69 Who Would You Hire?

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FHA/HERO ACTIVITIES

- FHA/HERO Career Connection: ACCESS SKILLS for Career Success
- Leaders at Work
- Power of One: A Better You; Working on Working
- STAR Events: Skills for Life; Illustrated Talk
- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

BOOKS

Future Homemakers of America, Inc., 1998. *FHA/HERO Career Connection*.

Future Homemakers of America, Inc., 1999. *Leaders at Work*.

11E- The student is expected to demonstrate effective verbal, nonverbal, written, and electronic communication skills.

1) INTERNET/ORAL PRESENTATION

Have students visit the web sites of various organizations and agencies that offer information about parenting. Teaching Aid 70, ***Web Sites for Parents***. Assign each student one of the web sites to investigate. Using the information that the students find on the Internet, have them write a short report on the web site (e.g., history, mission statement, services provided). Have students present their reports to the class. If possible have students develop a multimedia presentation.

2) GROUP ACTIVITY/ORAL PRESENTATION/PROJECT

Have groups of students prepare a brochure, presentation or visual display that would be used for recruitment of future Preparation for Parenting students. Students could plan a marketing campaign and make a presentation to classes within the school.

3) BRAINSTORMING/GROUP ACTIVITY

Lead students in brainstorming questions regarding career decisions that reflect personal, family, and career goals. Divide the class into groups, and instruct each group to use a different form of electronic communication to send questions about these issues to a family services professional. Forms of electronic communication may include FAX, E-mail, newsgroups, home pages, letters entered on a word-processing program, etc. Have each group share their findings with the class. Lead a discussion on which form of electronic communication was the most efficient and user-friendly. What were other characteristics of each form of electronic communication?

NOTES

TA 70 Web Sites for Parents

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NOTES

FHA/HERO ACTIVITIES

- FHA/HERO Career Connection: ACCESS SKILLS for Career Success
- Leaders at Work
- Power of One: A Better You; Working on Working
- STAR Event: Interpersonal Communications
- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

AGENCIES AND ORGANIZATIONS

American Association of Family and Consumer Sciences (AAFCS)

National Council on Family Relations (NCFR)

Texas Council on Family Relations (TCFR)

11F- The student is expected to demonstrate skills and characteristics of leaders and effective team members.

1) BRAINSTORMING/DEMONSTRATION/CLASS DISCUSSION

Lead students to brainstorm the leadership skills that are important for a parent to have. Have a student record each skill on an index card. Then have students draw a card and demonstrate the skill listed on the card. Have students discuss why certain skills are valuable for parents to have.

KEY QUESTIONS

- How is being an effective parent like being an effective leader?
- What similarities are there between a family and a team?
- What leadership skills are important to parenting?
- What roles do leaders play that are similar to or different from parenting roles?

2) ROLE PLAY/GROUP ACTIVITY

Divide the class into small groups. Instruct each group to write, direct, and perform a role play that demonstrates the importance of teamwork in families. If possible, videotape the role plays.

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FHA/HERO ACTIVITIES

- FHA/HERO Career Connection
- Power of One: A Better You; Family Ties; or Take the Lead units
- Leaders at Work
- STAR Events: Focus on Children; Interpersonal Communication
- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

BOOKS

Future Homemakers of America, Inc., 1998. *FHA/HERO Career Connection*.

Future Homemakers of America, Inc., 1999. *Leaders at Work*.

11G- The student is expected to evaluate employment and entrepreneurial opportunities and educational requirements in the family-services profession.

1) GROUP ACTIVITY/RESEARCH

Have students divide into groups to compile a list of employment and entrepreneurial opportunities in family-services professions. Assign each group one ore more of the following resources:

- *Occupational Outlook Handbook*
- Telephone Directory/Yellow Pages
- Organizations such as the American Association of Family and Consumer Sciences (AAFCS), National Association for the Education of Young Children (NAEYC), National Council on Family Relations (NCFR)
- Universities and community colleges
- Current periodicals, such as *Small Business Opportunities, Entrepreneur, Inc., Parents,* and *Parenting*
- *America's 50 Fastest Growing Jobs*
- Internet
- Chamber of Commerce
- Computer software on careers (contact the school counselor)

Have students compare lists, delete duplications, and create a combined list of career and/or business opportunities related to family-services professions. Have students prepare a "Careers in Family-services Professions File" for the classroom. Continue to update and add information throughout the semester.

2) GUEST SPEAKER/WRITTEN EXERCISE

Invite an individual or panel of individuals employed in family-service professions to speak on employment and entrepreneurial opportunities available in their fields and the education and training needed for these careers. Have students write a summary of the presentation. Share their responses with the class.

KEY QUESTIONS

- What education or training is needed for these careers?
- What personal qualities are needed for success in this field?
- What is the long-range outlook for careers in this field?
- What is the typical career ladder for young people entering these careers?

NOTES

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FHA/HERO ACTIVITIES

- FHA/HERO Career Connection - SIGN ON to the Career Connection; PROGRAM Career Steps; LINK UP to Jobs
- Leaders at Work
- Power of One: Working on Working
- STAR Event: Entrepreneurship
- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

WEB SITES

American Association of Family and Consumer Sciences (AAFCS)
www.aafcs.org

E-SPAN
www.espan.com

National Association of Colleges and Employers
www.jobweb.org

National Association for the Education of Young Children (NAEYC)
www.naeyc.org

National Council on Family Relations (NCFR)
www.ncfr.org

Texas Workforce Commission (TWC)
www.twc.state.tx.us

U.S. Bureau of Labor Statistics
stats.bls.gov

Preparation for Parenting

Knowledge and Skills.

(12) Career preparation.

The student completes a supervised career-connections experience applying knowledge and skills developed in the study of parenting.

The student is expected to:

(A) determine home and business applications of knowledge and skills developed the study of parenting; and

(B) utilize a career-connections experience to demonstrate occupational applications of competencies developed in the study of parenting.

12A- The student is expected to determine home and business applications of knowledge and skills developed in the study of parenting.

TO THE TEACHER

TEKS 12A and 12B are essential knowledge and skills for the supervised career-connections experience. Please refer to the section, *Supervised Career-connections Experiences*, in this instructional guide for examples of career-connections experiences for students enrolled in the Preparation for Parenting course.

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12B- The student is expected to utilize a career-connections experience to demonstrate occupational applications of competencies developed in the study of parenting.

TO THE TEACHER

TEKS 12A and 12B are essential knowledge and skills for the supervised career-connections experience. Please refer to the section, *Supervised Career-connections Experiences*, in this instructional guide for examples of career-connections experiences for students enrolled in the Preparation for Parenting course.

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RESOURCES

Supervised Career-connections Experiences

NOTE TO THE TEACHER

Ideas in this section provide examples of career-connections experiences for students enrolled in the Preparation for Parenting course. Career-connections experiences are designed to be extensions of school-based learning through entrepreneurial, research, or work-based applications (work-based applications include home, business, or community contexts). This is an extended learning arrangement, comparable to work-based instructional arrangements for occupationally-specific courses. Career-connections experiences may be designed as a singular substantial project to be carried out over the scope of the semester or a series of short term activities. Regular supervision and reporting will be necessary throughout the course for successful completion of the career-connections experience.

Essential Knowledge and Skills:

12A The student is expected to determine home and business applications of knowledge and skills developed in the study of parenting.

12B The student is expected to utilize a career-connections experience to demonstrate occupational applications of competencies developed in the study of parenting.

FHA/HERO projects and programs have been suggested throughout the course that, depending on depth and extent, could constitute a supervised career-connections experience.

Supervised Career-connections Experience

1D- The student is expected to determine cultural and social factors that influence the decision to parent.

2A- The student is expected to analyze the implications of various family structures on parenting practices and child care options.

4C- The student is expected to analyze the impact of changing societal patterns and demographics on the role of parents, children, and other family members throughout the life span.

7A- The student is expected to determine the roles and responsibilities of parents related to the physical, intellectual, emotional, and social development of children.

THE STUDENT WILL:

1. Select at least three different cultures with respect to family and parenting influences.
2. Research family and parenting influences indicative of the three selected cultures.
3. Interview parents from each of the identified cultures with regard to expectations, responsibilities, and rewards of parenting.
4. Interview children from each of the identified cultures with regard to parental and family expectations, responsibilities, and rewards.
5. Compile information from interviews with parents and children.
6. Write a report which draws conclusions, comparisons, and possible effects of the three different cultures with respect to family and parenting influences.
7. Summarize career applications of knowledge and skills learned through this experience.

THE STUDENT WILL SUBMIT FOR EVALUATION:

- an outline
- research notes
- interview questions and responses
- written report
- a summary of the project experience, including #7 above
- parent or guardian evaluation with signature

Supervised Career-connections Experience

7C- The student is expected to identify strategies for optimizing the physical, intellectual, emotional, and social development of children, including those with special needs.

8A- The student is expected to explain how play promotes the physical, intellectual, emotional, and social development of children.

9B- The student is expected to determine appropriate guidance techniques.

THE STUDENT WILL:

1. Select at least one child (relative, neighbor, or child with special needs) or group of children in an after school program or some other community program involving children.
2. Contact the director or individual who is in charge of the program.
3. Make arrangements to assist with the program as a volunteer. A specified number of hours should be set by the teacher.
4. Plan developmentally appropriate activities for the selected child or group of children that promote physical, intellectual, emotional, and social development of children. Students should submit a plan to the director or individual who is in charge before carrying out the activities.
5. Implement the planned developmentally appropriate activities.
6. Evaluate each activity.
7. Prepare a written report of the volunteer experience.
8. Summarize career applications of knowledge and skills learned through this experience.

THE STUDENT WILL SUBMIT FOR EVALUATION:

- lesson plans with developmentally appropriate activities
- evaluation of each activity
- a written report of the volunteer experience
- a summary of the project experience, including #8 above
- parent or guardian evaluation with signature

Note to the Teacher: The student could conduct a series of activities during the semester by varying the type of development and/or age of the child.

Supervised Career-connections Experience

The TEKS may vary, but should include:

1C- The student is expected to analyze the impact of the decision to parent on individuals and families.

1D- The student is expected to determine cultural and societal factors that influence the decision to parent.

4C- The student is expected to analyze the impact of changing societal patterns and demographics on the role of parents, children, and other family members throughout the life span.

6B- The student is expected to describe parental practices that contribute to the health and wellness of children.

8C- The student is expected to describe strategies parents may use to encourage constructive play.

9B- The student is expected to determine appropriate guidance techniques.

THE STUDENT WILL:

1. Collect current newspaper and magazine articles, as well as other relevant media publications pertaining to parenting (e.g., on-line information, brochures, flyers). (The teacher may want to specify the number of articles and the topic areas for each grading period.)
2. Summarize each article and explain how the information impacts parenting.
3. Submit the articles and summaries for each grading period as specified by the teacher. The articles may be kept in a notebook or a portfolio.
4. Prepare a written report of the articles and background information including a complete bibliography of resources.
5. Summarize career applications of knowledge and skills learned through this experience.

THE STUDENT WILL SUBMIT FOR EVALUATION:

- notebook or portfolio of articles, information, and summaries
- a written report of the articles and information
- complete bibliography of resources
- a summary of the project experience, including #5 above
- parent or guardian evaluation with signature

Supervised Career-connections Experience

The TEKS may vary, but should include:

4D- The student is expected to determine resources affecting management of multiple adult roles.

6F- The student is expected to determine resources available for managing the health care of children.

10D- The student is expected to summarize resources available to assist families.

THE STUDENT WILL:

1. Search the Internet for resources for parents.
2. Create an address list of the World Wide Web sites and summaries of the information that can be found at each Web site.
3. Categorize the Web sites and summaries according to topics (e.g., Parenting, Nutrition, Educational, Financial, Health and Safety).
4. Develop a brochure or flyer with the Web sites listed (optional).
5. Write a report which draws conclusions about the Web sites and Web site summaries.
6. Summarize career applications of knowledge and skills learned through this experience.

THE STUDENT WILL SUBMIT FOR EVALUATION:

- address list of the World Wide Web sites for parents
- summaries of each Web site
- a written report of conclusions about the Web sites and Web site summaries
- brochure or flyer (if applicable)
- a summary of the project experience, including #6 above
- parent or guardian evaluation with signature

Supervised Career-connections Experience

11C- The student is expected to assess personal interests, aptitudes, and abilities needed in the family-services profession.
11D- The student is expected to exhibit employability skills.
11E- The student is expected to demonstrate effective verbal, nonverbal, written, and electronic communication skills.
11F- The student is expected to demonstrate skills and characteristics of leaders and effective team members.
11G- The student is expected to evaluate employment and entrepreneurial opportunities and educational requirements in the family-services profession.

THE STUDENT WILL:

1. Identify a community family services agency or facility that needs volunteers.
2. Contact the director or individual who is in charge of volunteers.
3. Make arrangements to volunteer at the agency or facility for the number of hours specified by the teacher.
4. Keep a log of hours spent volunteering and a journal of activities participated in, skills necessary for success, suggestions for improvement, and how the experience has impacted the volunteer's life.
5. Write a report which draws conclusions about the volunteer experience.
6. Summarize career applications of knowledge and skills learned through this experience.

THE STUDENT WILL SUBMIT FOR EVALUATION:

- log of volunteer hours
- volunteer journal
- a written report of the volunteer experience
- a summary of the project experience, including #6 above
- parent or guardian evaluation with signature

BLENDED ACTIVITY

6C - The student is expected to identify strategies that promote safe environments for children.
7B - The student is expected to identify positive role modeling behaviors.
7C - The student is expected to identify strategies for optimizing the physical, intellectual, emotional, and social development of children, including those with special needs.
7D - The student is expected to point out strategies for promoting communication between parents and children.
8A - The student is expected to explain how play promotes the physical, intellectual, emotional, and social development of children.
8B - The student is expected to describe characteristics and safety features of developmentally appropriate play activities, toys, and equipment for children.
8C - The student is expected to describe strategies parents may use to encourage constructive play.
9A - The student is expected to identify the various types of guidance.
9B - The student is expected to determine appropriate guidance techniques.

PROJECT/GROUP ACTIVITY

Having completed initial activities developing the above knowledge and skills, have students plan and implement a simulated child care center to be conducted during the class period. The simulated child care center project could be implemented one time or several times if appropriate. Have students develop a brochure advertising the center and solicit for participants. Students are then responsible for planning room arrangement, play centers, and planning and preparing any food that may be served. Development of planned activities and evaluation of the activities should be included. Have students report to parents the activities participated in and accomplishments made by each child.

1. **Planning**
   Use the decision-making process or the FHA/HERO planning process to plan the simulated child care center. Take into consideration such factors as objectives, targeted ages, marketing approach, developmentally appropriate activities, administration and parental permission, and assigned tasks for each student.

2. **Preparation**
   Have students divide into groups. Assign students specific tasks that must be completed prior to the simulated child care center event.

3. **Implementation**
   Have students carry out the plans for the simulated child care center.

4. **Evaluation**
   After the event has occurred, have students evaluate the activities and the overall outcome. Have students make suggestions for future events.

BLENDED ACTIVITY

7A - The student is expected to determine the roles and responsibilities of parents related to the physical, intellectual, emotional, and social development of children.

7B - The student is expected to identify positive role modeling behaviors.

7C - The student is expected to identify strategies for optimizing the physical, intellectual, emotional, and social development of children, including those with special needs.

7D - The student is expected to point out strategies for promoting communication between parents and children.

8A - The student is expected to explain how play promotes the physical, intellectual, emotional, and social development of children.

RESEARCH/OBSERVATION

Having completed initial activities developing the above knowledge and skills, have students gather information on the socialization of young children. The references could include those from the classroom, library, and the Internet. Assign students to identify socialization tasks that young children must learn (e.g., accepted behaviors, symbols of communication) and list agents of socialization most influential to the lives of children. Have students share findings with the class. Assign students to observe children and record behaviors illustrating socialization principles. Examples might include such behaviors as children imitating behavior of parents or other role models, repeating speech heard on television, or citing rules to their peers. As students share their recorded observations, have them summarize key socialization concepts.

1. **Research**
   Use classroom, library, and Internet resources to gather information on the assigned topic.

2. **Written Report**
   Compose a written report on the assigned topic, including bibliography of references. Share findings with the class.

3. **Observation**
   Observe children and record behaviors illustrating socialization behaviors. Share recorded observations and summarize key socialization concepts.

4. **Evaluation**
   Ask each student to submit three or four assessment questions to be used in a class review of the information learned from the research and observations.

BLENDED ACTIVITY

4B - The student is expected to determine strategies for managing the multiple roles of parents.
4D - The student is expected to determine resources affecting management of multiple adult roles.
4E - The student is expected to describe techniques for effective stress management.
5C - The student is expected to identify criteria for selecting quality child care.
6B - The student is expected to describe parental practices that contribute to the health and wellness of children.
6D - The student is expected to determine responsibilities of parents in appropriately managing the safety and health care of children.
6E - The student is expected to explain responsibilities of parents in providing children with nutritionally adequate diets.
7C - The student is expected to identify strategies for optimizing the physical, intellectual, emotional, and social development of children, including those with special needs.
7D - The student is expected to point out strategies for promoting communication between parents and children.
8C - The student is expected to describe strategies parents may use to encourage constructive play.
8D - The student is expected to determine potential uses of technology, media, and resources to foster healthy child development.
9D - The student is expected to explain behaviors that may lead to child abuse.
9E - The student is expected to identify strategies that deter abusive behavior.
10C -The student is expected to determine strategies for preventing and coping with family crises.
10D -The student is expected to summarize resources available to assist families.

PROJECT/GROUP ACTIVITY

Having completed initial activities developing the above knowledge and skills, have students organize a "Families First Day" workshop. Students would be responsible for a marketing/promotional plan, contacting guest speakers, meeting room arrangements, provisions for refreshments, and child care for participants. Sessions should allow parents, family members, students, and others in the community to exchange ideas. Sessions could cover a wide range of topics, such as managing multiple family, community, and career roles; child care options; health and wellness; developmentally appropriate activities, guidance techniques, and managing family crises.

1. **Planning**
   Use the decision-making process or the FHA/HERO planning process to plan the "Families First Day" event. Take into consideration such factors as purpose, targeted audience, marketing/promotion plan, possible guest speakers, session topics, and assigned tasks for each student.

2. **Preparation**
   Have students divide into groups. Assign students specific tasks that must be completed prior to the "Families First Day" event.

3. **Implementation**
   Have students carry out the plans for "Families First Day" event. Some type of evaluation should be used for participants.

4. **Evaluation**
   After the event has occurred, have students evaluate the activities and the overall outcome. Have students make suggestions for future events.

NOTES

This event may be more appropriately scheduled on a Saturday when more participants can attend.

BLENDED ACTIVITY

The following blended activity is a culmination of TEKS in the Preparation for Parenting course.

INDIVIDUAL ACTIVITY/PROJECT/ORAL PRESENTATION

Have students plan and prepare a final project as a culmination of the Preparation for parenting course. Using Teaching Aids 71a-d, ***Final Project***, discuss with the students the guidelines for the project and oral presentation. Upon completion of the final projects, have students present their work.

1. **Planning**
   Have students develop a written outline of the final project and what they would like to cover in the oral presentation. Have students identify resources used in the planning and preparation of the final project.

2. **Preparation**
   Have students prepare the final project for presentation.

3. **Presentation**
   Have each student present their final project to the class.

4. **Evaluation**
   Have student assess their work in preparing and presenting the final project. Evaluation instruments are included in Teaching Aids 71a-d.

BLENDED ACTIVITIES

Integration of FHA/HERO

CHAPTER ACTIVITIES

Conduct a children's book drive or toy drive to collect books or toys for children at a local hospital, library, or child care center. **TEKS 8A-B, 10E**

FHA/HERO members could participate in a fund raising campaign, donating the profits to a program for children (children's shelter, afterschool care, library reading project). Members would be able to see how the money is utilized. **TEKS 10E**

COMMUNITY SERVICE PROJECT

Have FHA/HERO members volunteer to assist community organizations such as a mentoring program or immunization program with ongoing events. **TEKS 6B, 6F, 10E**

FAMILIES FIRST

Have students plan a series of programs on such topics as communication between parents and children, safe environments for children, and health and wellness for children. Have students present the programs to organizations where parents are involved. **TEKS 6B-6C, 7D**

Have students develop and maintain a resource center to provide young parents with information on managing the health and safety of children. The resource center could provide videos, books, pamphlets, and brochures that would be accessible to the community. A video could be made to highlight the objectives and activities of the resource center. **TEKS 6A-F**

Invite a panel of experts from various law enforcement agencies to present a workshop focusing on laws and regulations for traffic and seatbelt safety. Have students develop a brochure to distribute to child care centers and other places in the school and community which promote the safety of children. **TEKS 6B-D, 6F**

LEADERS AT WORK

Have students conduct a leadership project by selecting a leadership skill to work on, such as interpersonal skills, communication skills, managerial skills, or entrepreneurial skills. If students are employed, they might ask their employer to assist them in choosing a leadership skill to work on. Have students use the FHA/HERO planning process in conducting their project. **TEKS 7A-7D, 8A**

BLENDED ACTIVITIES

Integration of FHA/HERO

POWER OF ONE

Working on Working: Have students take an educational tour to talk to a social worker, child life specialist, cooperative extension service representative (family and consumer sciences), or child care director. Students could then research careers in family service professions. Have students discuss qualifications, rewards, and demands of careers in family service professions. **TEKS 11A, 11C, 11G**

READY, SET, READ!

Have students plan and implement the reading project for young children. Parents and family members of the young children could be involved in the literacy efforts as well. Members could also have a children's book drive to donate books for young children for after-school programs, hospitals, family shelters, or similar programs. **TEKS 7A, 7C, 8A-E**

STAR EVENTS

Focus on Children: Ideas for topics include "Promoting Child Development Through Play," "Technology and Media - Safeguards to Prevent Misuse and Abuse," "Bicycle Safety," and "Strategies for Optimizing the Development of Children with Special Needs." **TEKS 6B-C, 7C, 8A-8E**

Illustrated Talk: Ideas for topics include "Decision-making Skills When Selecting Quality Child Care," "Selection of Toys and Equipment," and "Impact of Career Decisions on Parenting." **TEKS 5A-C, 8A-B, 11A**

Entrepreneurship: Have students design a business where they develop a mission statement; write job descriptions for employees and owners, listing qualifications needed, write a want-ad for employees; do a cost analysis; and research sources for purchasing equipment, materials, and other supplies. **TEKS 11B-G**

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Creative Ideas

NOTE TO THE TEACHER

Developers of the series of instructional guides for implementing Home Economics Education • Texas Essential Knowledge and Skills faced a twofold challenge: (1) to write instructional strategies that enable students to acquire the stated essential knowledge and skills and (2) to help teachers deliver the strategies in ways that promote active learning, relevance, and retention in students.

After a great deal of experimenting and discussing, the following system seems best to address the twofold challenge, while providing maximum flexibility for you, the teacher, whom we consider the ultimate instructional expert in your classroom.

- The nature of the content of home economics provides wonderful opportunities for hands-on, relevant learning by students, and in many cases the instructional strategies themselves facilitate active learning.
- Teaching and learning activities in the instructional strategies section have been presented as briefly as possible. For instance, the strategy may state "Have students work in groups to ...," but no specific suggestions for grouping students are provided.
- The **Creative Ideas** section has been included to provide you with suggestions and examples of ways to enhance some basic techniques included in the **Instructional Strategies** section. For example, it does provide several specific suggestions for grouping students.
- The **Blended Activities** section promotes student learning of multiple TEKS through hands-on, project-based, and/or problem-solving activities.
- Integration of FHA/HERO activities as appropriate throughout the instructional strategies and blended TEKS activities promotes student learning through relevance and application.

We strongly encourage you to:

- Read this section! Not only will it provide ideas for promoting active learning, but it will provide additional suggestions for saving teacher time and enhancing student learning and skills development.
- Link appropriate creative teaching techniques to specific instructional strategies in your Teacher's Instructional Guide.
- Adapt the instructional strategies and creative teaching techniques to fit your district needs, the needs and learning styles of your students, and your own teaching style.
- Add to this section! Resources that offer creative teaching ideas are readily available. Professional development conferences continually offer sessions that promote active learning, authentic assessment, varied learning styles, etc.

This section provides only a small sampling of creative ideas for teaching techniques!

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Creative Ideas

GROUP ACTIVITY/TEAMWORK

When to use: In activities where teamwork facilitates generation of ideas and higher-order learning. Working in groups also meets needs of students with global learning styles.

Skills reinforcement: Teamwork and leadership skills, communication skills, interpersonal skills

Methods of grouping students:
There are many methods of randomly assigning students to groups. Several examples are provided below. You can pick up other ideas through brainstorming, networking, and personal participation in group activities. (Note that methods will vary depending on the number you want in each group.) Dividing students into groups can be a quick way to inject some fun into an activity.

- Count Off. Have students count off 1 through however many groups are needed, repeating until all students have a number. Select a location for all "1s" to work, all "2s", etc.
  Variation – write the numbers on cards and have students draw.
- Geography.
  – For pairing students, have them draw cards with names of states and capitals. Students find the classmate with the matching state or capital.
  – Have students draw from cards with names representing geography sets, such as names of continents, oceans, countries, rivers, etc. Students will need to figure out what their name represents, and find the others with cards in the same set.
- Course content. (Similar to the above activity, except using concepts from the course.)
  – For pairing students, have them draw cards listing either elements and principles of design or corresponding definitions. Students find the classmate to match the term and definition.
  – Have students draw from cards representing nutrition sets, such as foods from different food groups. Students find others with cards in the same set.
- Famous Fictional Characters. Have students draw cards with names of characters from literature they have recently studied in Language Arts, famous fictional characters (such as characters from Peter Pan or The Wizard of Oz), well-known television shows, etc.
- Puzzles. Purchase or create puzzles, mix up the pieces, and have students find group members with matching puzzle pieces. Hint – if you have puzzles with more pieces than needed for group members, pull out the number of pieces needed for students to draw, leave the remaining pieces on the table where the group will meet, and have students circulate among tables until they find their correct puzzle and meet up with other group members.
- Deck of Cards. A deck of cards (or multiple decks) can be used in many ways to form various sizes of groups. Students can form groups based on suits, colors, face cards, or combinations (such as a full house or four-of-a-kind).
- Candy Flavors. Have students group according to flavors of candy or colors, for example, of M&Ms. This provides students with a nice treat also!
- Self-selection. Allow students to select their own group members. Have students group with students nearby, or find students with whom they have not recently worked.

GROUP ACTIVITY/TEAMWORK (Continued)

Suggestions for Effective Group Activities:
The size, structure, and function of a group will differ depending on specific objectives of the activity. Following are a few suggestions for helping students work most effectively in groups.

- Clarify expectations. Make sure all group members know what is expected of each person individually and what the group is expected to accomplish as a whole.
- Set time limits. Let groups know up-front how long they will have to work. If it is a lengthy activity, provide time checks periodically. Let groups know when they have one to two minutes remaining, and signal when time is up. Examples of signals include flipping a light switch, clapping, using a sound signal (bell, kazoo, train whistle, etc.), or playing music.
- Make individual assignments where appropriate to the activity. Possibilities include leader or facilitator, recorder, timekeeper, or runner.
- Emphasize the importance of each member's contributions, through participation, encouragement, focus on the task, and contribution to the final product. Build in individual accountability.

Build in individual accountability!
When participating in engaging, active learning experiences, is important that students understand that they are accountable for learning. It may be tempting for students, when working in groups, watching a video, or listening to a guest speaker, to view the experience more as a "fun activity" than as a learning experience. While the experiences are intended to be enjoyable, students need to understand that the underlying purpose is to enable them to acquire essential knowledge and skills.

Following are suggestions for building individual student accountability into group and teamwork activities, as well as classroom discussions, videotape viewing, guest speakers, educational tours, etc.

- Set the stage for learning. Frame each activity within the context of essential knowledge and skills students are expected to acquire. In other words, help them up front to see the relevance of learning activities.
- Structure the group to promote accountability. For example, each student within the group could be assigned a specific role. Or each member might be responsible for a specific part of the product. Provide a means of assessing each student's effectiveness.
- Vary the methods through which students report group findings and results. For example, if there is one "reporter," other group members may not feel as accountable as that designee. If, however, the teacher randomly calls on group members for reports, all members will need to be prepared. Provide an occasional variance by having group members return to their desks and write individual accounts of group results.

It should not be necessary to implement such suggestions for every activity. By varying the process, randomly calling on groups or individuals, occasionally requiring written accounts, etc., the teacher sends the message that students are individually accountable and need to be involved and attentive.

Creative Ideas

RESOURCE PERSONS (GUEST SPEAKER/PANEL DISCUSSION)

When to use: Good for providing information not readily available in textbooks, information that is new, or that which is best presented in a "real-world" perspective. With new information becoming available so rapidly, this method offers unique opportunities to provide students with the latest perspectives. It also provides students with opportunities to hear information straight from "experts," promoting credibility and relevance to students.

Skills reinforcement: This method provides rich opportunities for promoting a variety of skills. The following suggestions provide students excellent practice for improving and applying verbal, nonverbal, written, and electronic communication skills. Rotate these responsibilities throughout the semester so various students have an opportunity to perform different tasks. (The following suggestions can also save the teacher much time!)

- Have students help make initial contacts with the guest speaker or panel participants. Let students practice or role play making contacts via telephone or in person. Work with them to initiate and follow through on actual contacts.
- Have students introduce the topic and guests. Guide students in writing appropriate introductions for speakers or panel members. Make sure students are prepared to make the actual introduction before the presentation.
- Have one or more students write each participant a thank-you note expressing appreciation from the class. You may suggest that the note be handwritten and point out the appropriateness of personalized, handwritten thank-you notes. Or students may utilize computer applications to compose the note. Have students create a class letterhead for correspondence.

Suggestions for maximizing guest resources. Teachers have expressed that it is time-consuming to arrange for several guest speakers or panels each semester and that they do not want to call upon the same persons frequently. Use student participation as suggested above to save teacher time. Use technology to expand access to resource persons and to build a resource file for future reuse.

- Videotape the classroom presentation by the speaker/panelists. The videotape can be viewed by students who may have been absent and can be added to a resource file for use with later classes. This eliminates the need to arrange for several "live" presentations each semester. This is especially critical in small communities where the same "experts" would likely be called upon time after time.
- Utilize videoconferencing facilities to connect students in the classroom with the speaker/panelists in another location. Record the videoconference for review and reuse. This can be especially helpful in small communities where resource persons for various topics may not be available.
- Videotape or audiotape the resource persons at their locations, or audiotape (with permission) responses to information inquiries over the telephone.
  Alternative: have students conduct audiotaped interviews to solicit information and present the information in the format of a television newscast or documentary.

Creative Ideas

ORGANIZING AND PRESENTING INFORMATION:
VISUAL DISPLAYS, BROCHURES/FLYERS, PRESENTATIONS

When to use: As students research and collect varied information, these techniques enable them creatively to compile and organize; to share information with classmates and potentially other audiences.

Skills reinforcement: Depending on how the activity is structured – communication skills (verbal, nonverbal, written, electronic); teamwork and leadership skills; interpersonal skills; management and problem-solving skills; organizational skills

Suggestions for effective visual displays and presentations:

- Incorporate the use of computers and technology applications where appropriate.
- Choose techniques that fit learning objectives; in some cases, that might best be students in groups writing ideas on large sheets of paper to be posted around the room. Or it may be a multimedia presentation to be presented at an all-school assembly.
- Some activities may best be done individually; some by groups. Consider learning objectives, as well as learning styles of students.
- Visual displays and presentations provide an opportunity for authentic assessment of student learning on a topic.
- Allow students to generate ideas for organizing and presenting information.
- Where feasible and appropriate, keep outstanding student products for future use.

Miscellaneous ideas for organizing and presenting information:

- listing of ideas on large sheets of paper
- display of items (i.e., sewing notions for clothing repair)
- graffiti mural where students take markers and share key points learned
- bulletin board
- overhead transparency
- *large index cards for recording information from research, interviews, observations, and bibliographic information from printed references
- *graphic organizers for effectively organizing ideas and research findings
- brochure/booklet describing information about a topic; Teaching Aid 72, ***Brochure Assessment***, provides a tool for evaluating the effectiveness of a brochure
- flyer/circular promoting key points related to a topic
- bookmark citing useful information about a topic
- newsletter
- oral presentation (vary through skit, monologue, or puppet presentation)
- written presentation
- poster presentation (sharing research findings)
- videotape presentation
- photo album or display
- multimedia presentation utilizing a combination of print and electronic media

* Detailed suggestions for compiling and organizing information are included in Appendices G and H of *Independent Study in Home Economics Education*, available from the Home Economics Curriculum Center. An example of a web diagram is shown in Teaching Aid 73, ***Web Diagram***.

Creative Ideas

CASE STUDIES AND SCENARIOS

When to use: As a tactful way to address sensitive issues. Allows students to express their views and examine the views of others in a non-judgmental manner around hypothetical, fictional situations.

Skills reinforcement: Problem-solving; creative and critical thinking; verbal, nonverbal, and written communication skills; leadership and teamwork skills

Case studies and scenarios are very similar in nature, and the terms are often used interchangeably. Both describe hypothetical circumstances and characters, and both set up a situation for analysis and application of problem-solving skills. As presented in this instructional guide, a case study provides more details about a specific situation and each character involved. A scenario is a brief synopsis of a set of circumstances or sequence of events.

Suggestions regarding case studies and scenarios:

- Where case studies or scenarios have been provided with the instructional strategy, read them to be sure they are appropriate for your instructional environment and local district policies. You may choose to adapt them or have students write new ones.
- Writing original case studies or scenarios is a good opportunity for students to create situations related to the topic that are most relevant to them. The writing experience also develops communication skills and provides TAAS reinforcement.
- Remind students that case studies and scenarios should be written as fictional.
- Newspaper articles and periodicals, such as parenting and family magazines, can provide stimulating ideas for case studies and scenarios.
- Case studies and scenarios can be presented in creative formats, such as that of an advice column or an "Ask an Expert" column.
- Use case studies and scenarios written by students to build a resource file for future use.

Creative Ideas

LISTENING TEAMS

When to use: To promote attentiveness during presentations by guest speakers or panels, videotapes, observation assignments, or other viewing/listening activities. Requires students to listen specifically for certain points or ideas.

Skills reinforcement: Communication skills, especially listening; leadership and teamwork

Suggestions for effective use of listening teams:
Prior to a presentation, lecture, or videotape, divide students into listening teams. Give each team a specific assignment or role, so they will know up-front what they need to listen for. Let students know they will be responsible afterwards for reporting to the class, in writing or orally, the results of their assignment. Examples of listening team assignments or roles include the following:

- Provide students with a list of topics to be covered. Assign each team one or more specific topic(s) for which to listen during the presentation. Have them summarize key points related to their assigned topic following the presentation.
- Have each listening team write questions related to an assigned topic prior to the presentation. Students must listen during the presentation for answers to questions they wrote.
- Assign each team a specific role during the presentation. For example, one team might prepare questions based on information presented, another might summarize the five most important points, another might identify issues for further discussion or clarification, etc.

DEBATE

When to use: When there are two sides to an issue – pros and cons, advantages and disadvantages, etc. Debate promotes critical thinking and requires students to research, look at all sides of an issue, and draw conclusions.

Skills reinforcement: Communication skills; critical thinking skills; research skills

Clarification and suggestions related to classroom debates are provided in Teaching Aid 74, ***Guidelines For A Classroom Debate***

Creative Ideas

BRAINSTORMING

When to use: When you want students quickly to generate as many ideas as possible about a topic; to get ideas "on the table" before discussing or analyzing them. Useful when you want to begin with students' ideas or understanding about a topic.

Skills reinforcement: Communications skills

Suggestions for effective brainstorming:
Create an environment where students feel free to let ideas flow freely. The brainstorming process is not the time for discussing or critiquing input.

Brainstorming variations:

- Have a student volunteer record ideas as they are generated by members of the class.
- Have students work in small groups to brainstorm ideas on a topic. Lead groups to take turns sharing ideas.
- Have individuals brainstorm ideas by writing them on small post-it notes. Then have students post the notes around the room. This works well when ideas later need to be categorized.
- Popcorn Planning: Have students think of themselves as part of a giant popcorn popper; have them jump up and share ideas as they come. Serve popcorn at the close of the lesson. (Idea from Janis P. Meeks, *Time to Teach* series.)

GAMES

When to use: Good when students need to learn or review facts and details. Provides a fun way to commit details to memory and practice recalling.

Skills reinforcement: Communication skills; interpersonal skills; games involving team competition promote leadership and teamwork skills

Suggestions for games:
Instructions for a Jeopardy game are provided in Teaching Aid 31, ***"Jeopardy" Game Instructions***. Ask students to suggest other game formats they would enjoy using, and let them develop the games and make up a clever title for each game. Writing clear instructions and verbally explaining them will be excellent practice of communications skills. The process of preparing questions or facts to be used in the game will require researching and reviewing content information, thus promoting learning.

Creative Ideas

INTERNET ACTIVITIES

When to use: In locating new, updated information; to enhance or replace information provided by references and textbooks, which may be outdated.

Skills reinforcement: Communication skills (written and electronic); research skills

The Internet provides hands-on opportunities for students to research information through a medium with which most of them are familiar. Following are miscellaneous suggestions related to creative use of the Internet in instruction:

- The convenience of Internet access will vary among school districts. Your students may have access to the Internet in various classrooms, in a computer lab or library, or in many of their homes. Assignments related to Internet research should be structured accordingly.
- Student skills in exploring the Internet will also vary (as will skills of teachers). You may want to invite a resource person to assist students with the first assignment involving Internet search, or plan an educational tour to a computer lab where students can conduct the assignment under supervision of someone with Internet expertise.
- Review common Internet terminology, such as terms defined on Teaching Aid 75, ***Internet Terminology***.
- Provide students with guidelines regarding Internet use and safety. Some accepted rules of conduct for Internet users are provided in Teaching Aid 76, ***Netiquette***.
- If the majority of students are not experienced in using the Internet, begin by assigning a specific Web site for them to visit for information related to a specific topic. Have students summarize key information learned from the Web site. If the site has hyperlinks, ask students to check them out to see what additional information the sites lead to.
- As students become more experienced, have them conduct Web searches, using available Web browsers or search engines. When students conduct Web searches, remind them to:
  – note what key words were used, most especially those that worked to locate information
  – take notes about the topic they are researching, and print out information as appropriate. (Have students be sure to note on any printouts the Web address of the source. This is important for bibliographic reference, and to be able to return to the site later for clarification or further information.)
- It is also helpful to diagram the path of a Web search. Begin the diagram with the name and Web address of the browser used to search. Plot the name and Web address of each location along the path of the search. This will facilitate relocation of informative sites in the future.
- Use the expertise of students to teach other students, and even the teacher, Internet skills!

Creative Ideas

LET STUDENTS HELP!

When to use: To promote student involvement, provide an opportunity for skills development, capitalize on student skills and creativity, and save the teacher time! Also, since each teacher has a preferred learning style, involving students broadens the types of learning experiences to meet the needs of students with learning styles that differ from those of the teacher.

Skills development: Provides a multitude of opportunities for promoting various skills, including communication (verbal, nonverbal, written, and electronic); teamwork and leadership; interpersonal; management and problem-solving; organizational

The following are just a sampling of ideas for student involvement in planning and implementing instructional experiences. Be sure to work with students to prepare them to perform each task successfully. This may entail practicing or role playing situations in advance. And, of course, supervise students to ensure appropriateness and accuracy of information gathered.
Examples of tasks students can perform include the following:

- Make contacts to arrange for guest speakers or panelists.
- Help with classroom correspondence; for example, write thank-you notes to guest speakers, persons who helped with learning tours, and other supporters of class projects and activities.
- Write for information on topics or products. (Provide students with resource lists, or have them help conduct Web searches to locate sources of information on topics.)
- Audiotape or videotape interviews on location with resource persons.
- Videotape segments of movies or television shows illustrating relevant concepts.
- Provide CDs/songs that relate to the lesson (to be played in opening or closing a lesson, or to emphasize a specific point – good for global learners!).
- Perform Web searches.
- Clip newspaper articles relevant to lessons. (Create an "In the News" resource file for ongoing use.)
- Collect examples of items to reinforce classroom learning, such as food labels, appliance use and care manuals, clothing labels, credit card terms and solicitation letters, etc.
- Design bulletin boards.
- Help find cartoons, relevant or humorous quotes, anecdotes, and jokes relevant to topics.
- Develop games for use in learning or reviewing factual material.
- Write test or review questions on material covered.
- Develop project criteria and rubrics.

Resources

Abuse Hotline
(800) 252-5400

Albrecht, K. and Plantz, M., 1993. *Developmentally Appropriate Practice in School-Age Care Programs.* Alexandria, VA: American Association of Family and Consumer Sciences Association.

American Academy of Pediatrics
www.aap.org

American Association of Family and Consumer Sciences (AAFCS)
1555 King Street
Alexandria, VA 22314-2738
(800) 424-8080
www.aafcs.org

American College of Obstetricians and Gynecologists
www.acog.org

American Dietetic Association
216 W. Jackson Blvd.
Chicago, IL 60606-6995
(312) 899-0400
www.eatright.org

American Red Cross (contact the nearest local chapter)
www.crossnet.org

Association for Childhood Education International (ACEI)
17904 Georgia Avenue, Suite 215
Olney, MD 20832
(301) 570-2111
www.acei.org

Association of Women's Public Health, Obstetric, and Neonatal Nurses
www.awhonn.org

The Baby Center
www.babycenter.com/refcap

Bredekamp, Sue and Copple, Carol (Eds.), 1997. *Developmentally Appropriate Practice in Early Childhood Programs.* Washington, DC: National Association for the Education of Young Children.

Bronson, Martha B., 1995. *The Right Stuff for Children Birth to 8: Selecting Play Materials to Support Development.* Washington, DC: National Association for the Education of Young Children.

Children, Youth, and Families Education and Research Network (CYFERNET), Service of Cooperative Extension Service
www.cyfernet.org

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Children's Defense Fund
25 E Street, NW
Washington, DC 20001
(202) 628-8787
www.childrensdefense.org

Children's Trust Fund of Texas
1884 State Hwy. 71 West
Cedar Creek, TX 78612
(512) 303-5061
www.ctf.state.tx.us

Culturgrams
Kennedy Center Publications
P.O. Box 24538
Brigham Young University
Provo, UT 84602-4538
(801) 378-6528
www.byu.ed/culturgrams

E-SPAN
www.espan.com

The Family Education Network
www.families.com/

Families and Work Institute
330 Seventh Avenue, 14th Floor
New York, NY 10001
(212) 465-2044
www.familiesandwork.org

Food and Nutrition Information Center (FNIC), USDA
10301 Baltimore Avenue
Beltsville, MD 20705-2351
(301) 504-5719
www.nal.usda.gov/fnic

Future Homemakers of America, Inc.
1910 Association Drive
Reston, VA 22091-1584
(800) 234-4425
www.fhahero.org

Future Homemakers of America, Inc.
Texas State Association
8140 Burnet Road
Austin, TX 78766
(512) 459-3269

Future Homemakers of America, Inc., 1998. *FHA/HERO Career Connection.*

Future Homemakers of America, Inc., 1999. *Leaders at Work.*

Hamburg, Beatrix A., 1994. Children and Families in a Changing World: Challenges and Opportunities.

Healthy Mothers, Healthy Babies
121 North Washington Street, Suite 300
Alexandria, VA 22314
(703) 836-6110
www.hmhb.org

Home Economics Curriculum Center
Texas Tech University
Box 41161
Lubbock, TX 79409-1161
(806) 742-3029
www.hs.ttu.edu/hecc

Home Economics Curriculum Center, 1992. *Effective Management of Multiple Roles: Family and Work.*

Home Economics Curriculum Center, 1997. *Skills for Life.*

Home Economics Curriculum Center, 1999. *Essential for Home Economics Education: The Cornerstone.*

Home Economics Curriculum Center, 1999. *Ready, Set, Read!*

Hogg Foundation for Mental Health
The University of Texas at Austin
P.O. Box 7998
Austin, TX 78713-7998
(512) 471-5041

I Am Your Child
www.iamyourchild.org

International Reading Association
800 Barksdale Road
P.O. Box 8139
Newark, DE 19714-8139
(301) 731-1600
www.ira.org

Juvenile Products Manufacturers Association (JPMA)
www.jpma.org

Kidsource
www.kidsource.com/index.html/

March of Dimes Birth Defects Foundation
P.O. Box 1657
Wilkes-Barre, PA 18703
(800) 367-6630
www.modimes.org

Maternal and Child Health Bureau
www.mchb.hsra.gov

Mental Health Association in Texas
8401 Shoal Creek Blvd.
Austin, TX 78757
(512) 454-3706

National Association of Colleges and Employers
www.jobweb.org

National Association for the Education of Young Children
1509 16th Street NW
Washington, DC 20036
(800) 424-2460
www.naeyc.org

National Committee to Prevent Child Abuse
www.childabuse.org

National Council on Family Relations
3989 Central Avenue NE, Suite 550
Minneapolis, MN 55421
(888) 781-9331
www.ncfr.org

National Dairy Council
O'Hare International Center
10255 West Higgins Road, Suite 900
Rosemont, IL 60018-5616
(847) 803-2000

National Health Information Center
www.nhic-nt.health.org

National Highway Traffic Safety Administration
www.nhsta.dol.gov

National Network for Child Care
www.nncc.org

National Network for Family Resiliency
www.nnfr.org

National Parent Information Network
ericps.ed.uiuc.edu/npin/penhome.html/

Newsweek, Spring/Summer, 1987. *Your Child Newsweek Special Edition.*

Ohio State University Extension (Ohioline)
www.ag.ohio-state.edu or *ohioline.ag-ohio-state.edu/lines*

Parents as Teachers National Center
www.patnc.org

Poussaint, Alvin F., 1997. *Single Parenthood: Implications for American Society.* Austin, TX: Hogg Foundation for Mental Health, The University of Texas at Austin.

Sawyers, Janet K. and Rogers, Cosby S., 1990. *Helping Young Children Develop Through Play.* Washington, DC: National Association for the Education of Young Children.

Sillman, Ben, 1993. *Families in Society - Hot House, Family Life Education's Teacher's Kit.* Minneapolis, MN: National Council on Family Relations.

Social Statistics Briefing Room
www.whitehouse.gov/fsbr

Texas Agricultural and Extension Service (Contact the Family and Consumer Sciences Agent in each county)
fcs.tamu.edu

Texas Agricultural Extension Service, 1996. *A Glance at Growth and Development Chart* (L-1404).

Texas Association for the Education of Young Children
818 E. 53rd Street
Austin, TX 78751
(512) 471-2392

Texas — Office of the Attorney General (PAPA Project)
www.oag.state.tx.us

Texas Department of Health
1100 West 49th Street
Austin, TX 78756
(512) 458-7111
www.tdh.texas.gov

Texas Department of Human Services
701 W. 51st Street
Austin, TX 78751
(512) 438-3011
www.dhs.state.tx.us

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Texas Department of Protective and Regulatory Services
P.O. Box 149030
Austin, TX 78714-9030
(512) 438-3011
www.tdprs.state.tx.us

Texas Information and Referral Network
P.O. Box 13247
Austin, TX 78711
(512) 424-6520

Texas Work and Family Clearinghouse
101 E. 15th Street, Room 416T
Austin, TX 78778-0001
(512) 936-3228

Texas Young Lawyers Association
1414 Colorado Street, Suite 501
Austin, TX 78701-1627
(800) 204-2222
www.tyla.org

U.S. Bureau of Labor Statistics
stats.bls.gov

U.S. Consumer Products Safety Commission
www.cpsc.gov

U.S. Department of Education
www.ed.gov/index.html

U.S. Department of Labor
www.dol.gov

Video Placement Worldwide
25 2nd Street, N., Suite 180
St. Petersburg, FL 33702
(800) 358-5218
www.vpw.com

Vocational Instructional Materials Laboratory
The Ohio State University
1900 Kenny Road
Columbus, OH 43210-1090
(614) 292-4277

Zero to Three
www.zerotothree.org

TA 1
TEKS 1B

The Heredity Game

▲ This game using jelly beans or colored marbles helps to better understand how certain characteristics are passed from grandparents, through parents, to the grandchildren. Each student is visually creating gene development through the use of this game.

Directions: Each student starts with four (4) cups labeled for paternal and maternal grandparents. Each cup contains six (6) jelly beans or colored marbles of the same color. (Each cup must contain different colors, for example, one cup with six (6) red beans, one with six (6) green beans, etc.). The student will then mark another cup for mother and take three (3) jelly beans from each of the maternal grandparents' cups to place in the mother's cup. Repeat the process for the father's cup taking the jelly beans from each of the paternal grandparents' cups. The jelly beans or colored marbles represent genes. For the student to find his/her characteristics, take three (3) jelly beans randomly from both cups of mother and father, and place in a cup labeled with the students' name. The student should now have six (6) jelly beans of different colors that can be traced back to his grandparents through his parents. The students may take the "inherited characteristics" and color a diagram to represent their individual heredity. (See diagram below.)

The game may be continued by having different students role play getting married and starting a family of their own. The "married couple" can label a cup "child" and take the three (3) jelly beans from the "father" and "mother" cups for the "child" cup. The process can be repeated as many times as necessary for students to visualize the passing of characteristics from one generation to another.

Maternal Grandparents		Paternal Grandparents	
Mother	Father	Mother	Father
r-r-r-r-r-r	g-g-g-g-g-g	y-y-y-y-y-y	b-b-b-b-b-b

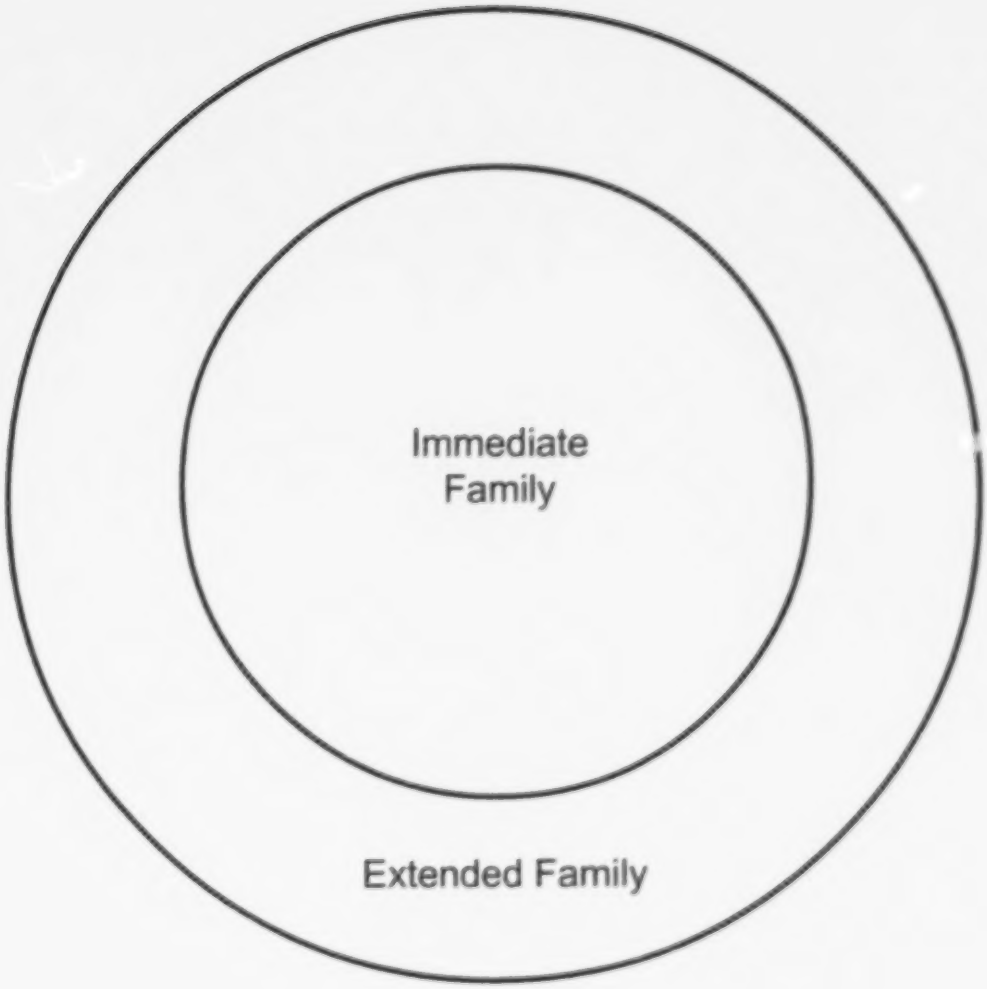
Mother	Father
r-g-r-g-r-g	y-b-y-b-y-b

Student

?-?-?-?-?-?

TA 2
TEKS 1C

Family Circles



TA 3a
TEKS 1D

Name _____
Class Period _____

Reading Assignment

1. Read information about family life for the cultural group that you have been assigned. Use at least two references (library, Internet, classroom resources) for the assignment. Consider cultural and societal factors that may influence the decision to parent, such as family size, number of children, importance placed on roles of male and female children, economic factors, societal mobility, traditions, civil strife and war, and poverty.

2. Using the information from the readings, write one (1) question beginning with the word *Who*.

   (1) Who _____
   _____
   Answer:

3. Using the information from the readings, write two (2) questions beginning with the word *What*.

   (1) What _____
   _____
   Answer:

   (2) What _____
   _____
   Answer:

4. Using the information from the readings, write one (1) question beginning with the word *Where*.

   (1) Where _____
   _____
   Answer:

5. Using the information from the readings, write two (2) questions using the word *When*.

   (1) When _____
   _____
   Answer:

   (2) When _____
   _____
   Answer:

TA 3b
TEKS 1D

Reading Assignment, Cont'd.

6. Using the information from the readings, write one (1) question beginning with the word *How*.

   (1) How _____

   _____

   Answer:

7. Using the information from the readings, write two (2) questions beginning with the word *Why*.

   (1) Why _____

   _____

   Answer:

   (2) Why _____

   _____

   Answer:

8. Select and define three (3) good vocabulary words from the readings.

   (1)

   (2)

   (3)

9. How do these cultural and societal factors influence the decision to parent?

10. How do these factors that influence the decision to parent compare with those of the American culture?

References Used: (Complete bibliography, attach separate sheet if necessary.)

Social Readiness to Parent

LOOKS LIKE	SOUNDS LIKE	FEELS LIKE

TA 4a
TEKS 1E

Emotional Readiness to Parent

TA 4b
TEKS 1E

LOOKS LIKE

SOUNDS LIKE

FEELS LIKE

TA 4c
TEKS 1E

Intellectual Readiness to Parent

LOOKS LIKE

SOUNDS LIKE

FEELS LIKE

Physical Readiness to Parent

TA 4d
TEKS 1E

LOOKS LIKE

SOUNDS LIKE

FEELS LIKE

TA 4e
TEKS 1E

Financial Readiness to Parent

LOOKS LIKE

SOUNDS LIKE

FEELS LIKE

TA 5
TEKS 2A

Types of Family Structures

Traditional or Nuclear family

A married couple and one or more children

Single-parent family

One parent, either the mother or the father, and one or more children who all reside together. Single parents may be divorced, widowed, unmarried, or abandoned.

Blended family

A married couple, their children and their children from previous marriages

Childless couple

A married couple without children

Multigenerational household

Nuclear, single-parent, blended, childless, or foster families, plus other relatives, such as grandparents, aunts, uncles, and cousins, who reside together

Foster family

Families who provide care for children when their parents are unable to care for them

Single Person

Single adult living alone

Types of **CHILD CARE** Services

- child care provided by a caregiver in the child's home
- child care in the caregiver's home
- government-sponsored child care
- church-linked child care
- employer-sponsored child care
- university-linked child care
- cooperative child care
- privately owned child care centers
- nationally franchised child care centers
- drop-in child care centers
- after-school child care
- play groups
-
-

TA 7
TEKS 2A

Child CARE Option SUGGESTIONS

Directions: Complete the chart, using the "Examples of Family Structures" handout. Identify several family roles and work roles that might be filled by the individuals with parenting responsibilities in each structure. Analyze various child care options and make a suggestion regarding a workable option for providing child care to accommodate parental involvement in identified community and career goals. Be prepared to support your child care options suggestion.

Family Structure	Family Roles	Community and/or Career Roles	Child Care Options

Signs of Pregnancy

- Absence of Menstruation
- Fullness of Breasts
- Nipple Secretion
- Positive Pregnancy Test
- Nausea and Vomiting
- Changes in Appetite
- Excessive Need of Sleep
- Frequent Urination
- Quickening
- Abdominal Changes
- Changes in Vagina and Cervix
- Fetal Heartbeat

TA 9
TEKS 3B

Prenatal Development
Case Studies

1. Maria and Eric have been attempting to have a baby for several months. Even though she is not yet pregnant, Maria is planning and eating nutritious meals. She wants to be in good health for her pregnancy.

2. Billie and Don have a baby with cystic fibrosis. This is an inherited disease; they were unaware that they were both carriers before their baby was born with it. They have decided not to have more children since there is a 50 percent chance that any future child could also be born with the disease.

3. Tasha is in her fourth month of pregnancy. She has been trying to quit smoking since she learned she was pregnant but has been unable to do so.

4. Jessica is in her fifth month of pregnancy. She is not covered by health insurance, so she has not been to see a doctor since she has become pregnant. Her mother did not see a physician when she was pregnant and has encouraged Jessica to wait for medical attention until she goes to the emergency room in labor.

5. Scott and Lisa have just found out that Lisa is pregnant. She has been very tired and feeling sick to her stomach. Scott has been taking care of their daughter in the evenings so that Lisa can go to bed early. Since being near food makes Lisa feel sick, Scott is also completing most of the food preparation.

6. Jerry and his wife Kate are thinking about enrolling in childbirth classes offered at a local hospital. In these classes, they could learn about what to expect during the birth of their first child. Jerry does not want to go; he is not interested because he feels Kate is the one delivering the baby.

TA 10
TEKS 3D

Family Adjustments

Being a parent is a twenty-four hour job. It has a big effect on other roles in one's life, such as spouse, employee, and friend. Within your group, discuss and list at least five adjustments in each of the categories below. Be prepared to share your responses with the class.

Emotional

1.
2.
3.
4.
5.

Financial

1.
2.
3.
4.
5.

Physical

1.
2.
3.
4.
5.

Social

1.
2.
3.
4.
5.

Questions:

Which adjustment would be most difficult to make? Easiest? Why?

What resources could families use to help them make these adjustments?

What could happen if families and parents were unable to make these adjustments?

TA 11
TEKS 4A

Changing Roles of Parents: Case Studies

Directions: In the following case studies, have students identify the stage of the family life cycle that each of the parents represent and analyze how the roles of each parent have changed from previous life-cycle stages.

1. Jana and Mark Wheeler are in their early thirties and have been married for almost nine years. They recently adopted a baby boy who is almost four months old. His name is Joshua. Mark works as a firefighter in a nearby city and coaches the church softball team in his spare time. Because of Mark's job, he works two days and then is off two days. When Mark is on call for work, he stays at the fire station which is almost ten miles from home. Jana is a kindergarten teacher in the town where they live. Both Jana and Mark live several hundred miles from their parents and since the new addition to their family, it is difficult to travel for visits.

2. Mr. Longoria is a sixty-five-year-old widower. He owns a tire repair service and is thinking about retirement in the next few years. Mr. Longoria has two married daughters and seven grandchildren. They all live nearby. Danny, one of his grandsons, has been in trouble at school and has asked to live with his grandfather temporarily. Mr. Longoria and Danny have a good relationship and mutually want to help each other out.

3. Mr. and Mrs. Garza have three children who have graduated from college and are living independently. All three children live near their parents. Both Mr. and Mrs. Garza work long hours in the family restaurant. Recently, Mr. Garza's mother, who is eighty-one, fell and broke her hip. The elderly mother has moved into the home of her daughter and son-in-law until she can live independently again.

4. Margaret is a single, working mother of two children, ages four and nine. The older child, Greg, is in the fourth grade. He was recently diagnosed with a learning disability. Kim is four and attends a local child care center. Margaret works as a secretary in a local insurance office. She and her ex-husband (John) have joint custody of the children. Margaret's father lives in a long-term care facility nearby, and her mother is deceased. John's parents live six hundred miles away in another state.

5. Mrs. Miller was an executive secretary ten years ago when she left her job to stay home and rear her children. The children are now in school, and she wants to continue her profession as an executive secretary.

Effective Parenting Techniques

❄ Effective parenting involves fulfilling several roles and the responsibilities related to those roles. The following four roles have been identified as important to effective parenting.

Parents as Managers

Effective parents are able to manage a wide variety of resources to meet the needs of their children. These include resources such as time, energy, money, and personal skills.

Parents as Problem Solvers

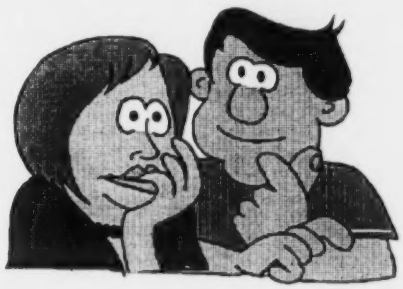
All parents confront problems related to raising children. Effective parents are able to resolve problems in ways that are best for themselves, their children, their families, and their communities.

Parents as Nurturers

Effective parents nurture children in caring ways. They use positive strategies to communicate feelings and thoughts and to build caring, respectful relationships.

Parents as Leaders

Effective parents use leadership skills in families and communities to promote the well-being of others. Shared leadership can help family members work together to achieve common goals.



Adapted from *Parenting Resource Guide*. Ohio's Work and Family Life Program. (Columbus, OH: The Ohio State University, Vocational Instructional Materials Laboratory) Copyright 1995. Used with permission.

TA 13
TEKS 4C

EXAMPLES OF CHANGE

Government
- Laws are passed to fulfill needs or wants expressed by the public.
- Public officials are elected in hopes of changing those things that the public desires.

Medical
- New discoveries or changes are made to increase life spans.
- New discoveries or changes are made to help us live more comfortably and to improve our quality of life.

Technology
- Products are created that make work easier.
- New ways are developed to access and share information.

Economics
- The amount of money available to purchase products and services changes.
- The price of goods and services available for purchase changes.

Workforce
- Changes will create new jobs and do away with some jobs.
- More women will enter careers previously held by men only.

Demographics
- The older adult population is growing.
- Cultural demographics are changing as the U.S. population becomes more ethnically diverse.

Lifestyles
- Technology will open many possibilities for leisure and for working at home.
- Individuals and families have become more mobile — moving more often.

Other
-
-

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TA 14
TEKS 4C

Now and Then

Directions: Select a situation from the following list. First answer the question yourself, from today's perspective. Then answer the question as if you lived in 1960. Ask an adult — parent, grandparent, other relative, teacher, neighbor, etc. — to help you with the 1960 answer. Be prepared to discuss the changes you discover between now and then.

1. Your family wants to watch a movie. What are your options?

2. Your younger sister likes sports. In which sports would she be able to join a competitive team near your home?

3. You are employed with a company that has main offices in Phoenix, Dallas, and Atlanta. You need to get some printed information as quickly as possible from your location to the other three sites. How would you do that? How long would it take?

4. You need to buy bread, a music tape, a jacket, a birthday gift, a pair of shoes, and a tool for your dad. How many stores will you have to visit to find these items?

5. Your mother goes to the optometrist and finds that her vision is terrible. What options does she have for correcting her vision?

6. You are preparing dinner for a family reunion. You need to slice ten pounds of carrots and celery, bake twenty potatoes, make four loaves of bread, slow cook two briskets, open six cans of baked beans, and make pots of tea and coffee. What equipment will you use to perform these tasks?

7. You live on a farm and must help your family bale hay. Describe the equipment you would use and the approximate size of the bales.

8. You injured your knee playing sports and will need surgery. What is the most commonly used surgery technique for new injuries? How long would you expect on average to stay in the hospital? How long will it be before you start exercising your knee?

9. You have twenty minutes between the time you get home from school and the time you need to leave for an FHA meeting. You are hungry for a hot meal. What are your options?

10. Everyone in your family loves music, but does not like the same kind of music. What type(s) of musicians might your total family have?

11. It is a weekend night, and several family members want to watch television together. What choices will you have in television programming?

12. You are a mother with two preschool children. You want to earn some money through work that can be done at home. What are some of your options for working at home?

13. Your grandmother, who lives 1200 miles away in a small town, has offered to pay for you to come visit her during your one-week spring break. What would be your most likely transportation? Approximately how long would the trip take? How much time would that leave you to visit your grandmother?

TA 15
TEKS 5A

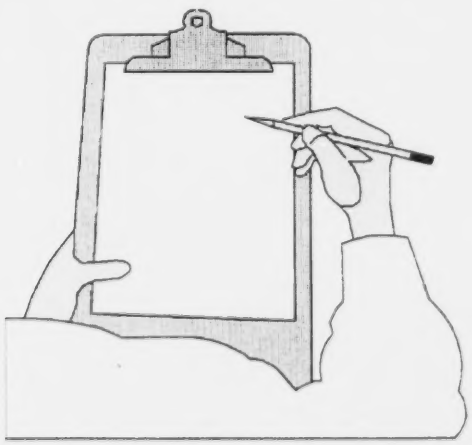
Advertising Flyer for a Child Care Business

1. Apply your knowledge of quality child care criteria to create a flyer in which you advertise a new child care business. The flyer will be distributed to potential customers.

2. Brainstorm ideas for a name for the child care business.

3. The child care flyer must have these parts to be complete:
   - a business name
   - a decorated cover
   - a simple message advertising the child care business' philosophy, ages of children, teacher/child ratio, days and hours of operation, learning activities, guidance techniques, and costs of the child care
   - a picture that relates to the business
   - a written report explaining what each group member contributed to creating and presenting the flyer

4. Organize how you will begin working on the flyer. Decide who will be responsible for completing different tasks. Set times for finishing each task. Plan how you will share the flyer with the other members of the class.



Characteristics of a Healthy Child

▲ Good health is easily revealed in one's behavior, actions, and appearance. The following activities will help you recognize the characteristics of a healthy child and evaluate your own personal health status.

Directions: Write the characteristics of a healthy child for each of the categories below.

Posture

Weight

Skin

Hair

Eyes

Attitude

Behavior

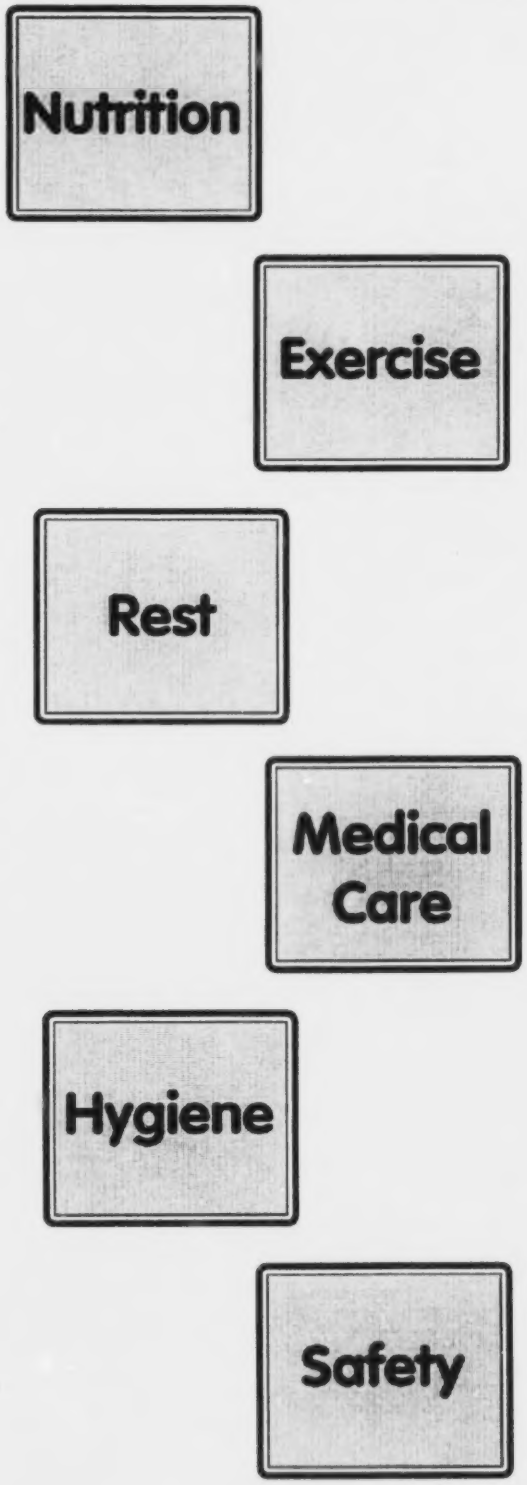
TA 17
TEKS 6A

Signs of Illness

	Symptom
SKIN	_____ itching or rash _____ sores or ringworm _____ cuts or bruises _____ pale _____ dry _____ moist _____ other
HEAD	_____ lice, ringworm _____ sores _____ red or runny ears _____ pink or runny eyes _____ crust on eyelids or lashes _____ fever _____ swollen neck _____ runny nose _____ other
MOUTH / THROAT	_____ red or swollen throat _____ sores in mouth or on lips _____ severe cough _____ noisy breathing _____ difficult breathing _____ other
ARMS / LEGS	_____ sores _____ infected nail _____ swelling _____ lumps or knots _____ scratches or bruises _____ other
GENERAL	_____ excessive thirst _____ excessive appetite _____ poor appetite _____ vomiting _____ diarrhea _____ frequent or painful urination _____ unusual urine odor _____ blood in urine or stools _____ scratching of genital or anal area _____ complaints of discomfort _____ excessive tiredness _____ excessive irritability _____ pulling at the ear _____ unusual behaviors _____ other

TA 18
TEKS 6B

Building Blocks of Health and Wellness



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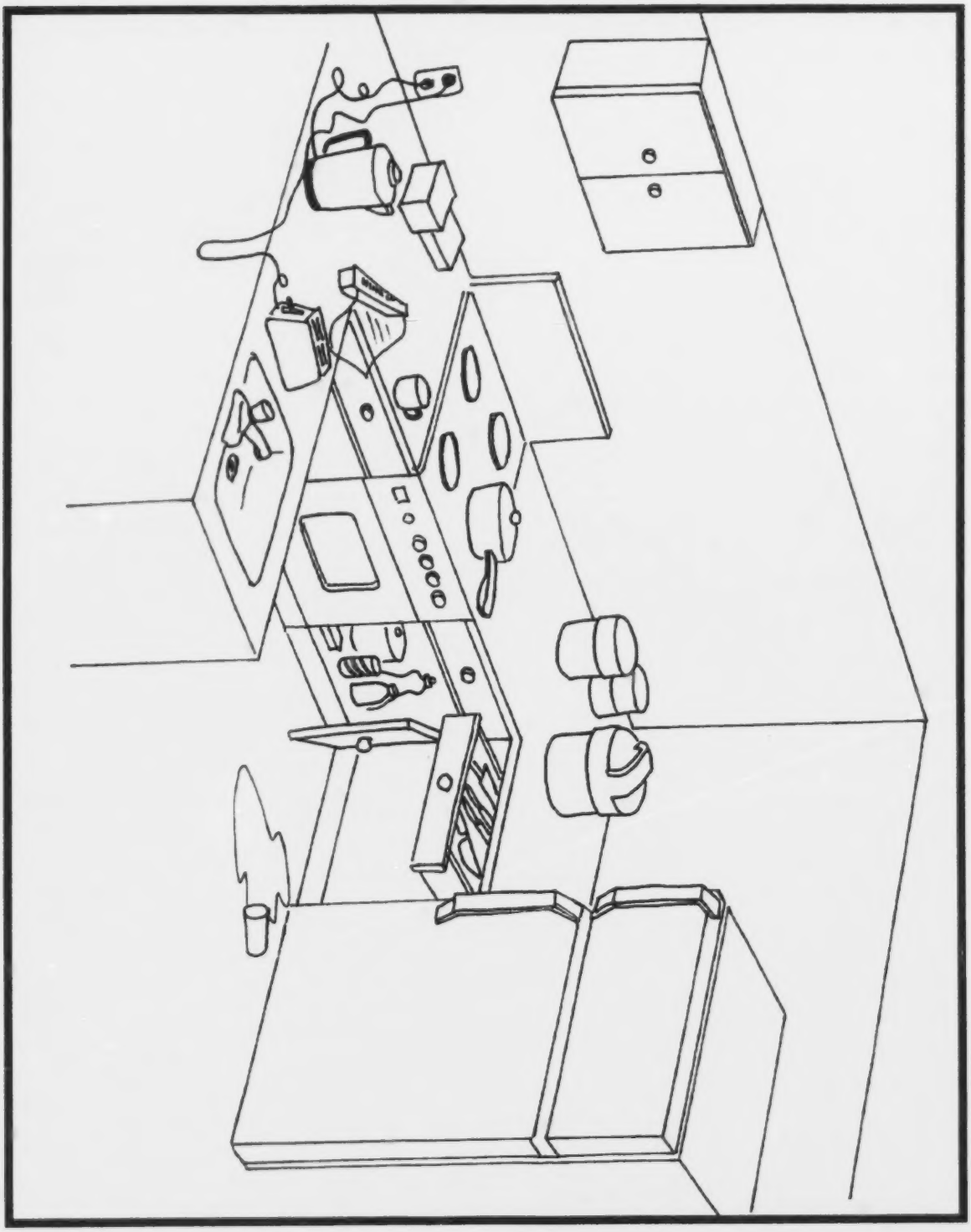
TA 19
TEKS 6C

Kitchen Hazards

Directions: The sketch below depicts several kitchen safety hazards. Circle each hazard, and assign it a number. On a separate sheet of paper, list the numbers of the identified hazards; beside each number, explain why the situation is a hazard, especially to children, and describe how you would correct the situation.



TA 20
TEKS 6C

Fire Safety Checklist

Is Your Home Fire Safe?

Please take a few minutes to walk through your house with this fire safety checklist. Keep it handy and check your home regularly!

Smoke Detectors

- ❑ placed near bedrooms?
- ❑ on every floor?
- ❑ batteries checked regularly?
- ❑ away from air vents?

Kerosene Heaters

- ❑ used only where approved by local authorities?
- ❑ filled only with K-1 kerosene, never gasoline or camp stove fuel?
- ❑ only refueled outdoors?
- ❑ only refueled when cool?

Woodstoves and Fireplaces

- ❑ used only with seasoned wood, never green wood, artificial logs, or trash?
- ❑ protected by screens?
- ❑ interiors, hearths, and chimneys cleaned regularly?

Electrical Wiring

- ❑ replaced if frayed or cracked?
- ❑ not under rugs, over nails, or in high traffic areas?
- ❑ outlets not overloaded?
- ❑ outlets cool to the touch, not hot?
- ❑ outlets have cover plates and no exposed wiring?

Electric Space Heaters

- ❑ plugged directly into wall sockets, not extension cords?
- ❑ unplugged when not in use?

All Alternate Heaters

- ❑ used only in well-ventilated rooms?
- ❑ cannot be easily knocked over?
- ❑ never used to dry clothing or other items?
- ❑ at a safe distance from curtains and furniture?

Home Escape Plan

- ❑ practiced every six months?
- ❑ emergency numbers, whistle, and flashlight near telephone?
- ❑ outside meeting place identified?

United States
Fire Administration

TA 21
TEKS 6C

Safety Strategies

Directions: For each of the key ideas below, write an important safety strategy that promotes safe environments for children.

1. Indoors

2. Outdoors

3. Strangers

4. Car seats

5. Severe weather

6. Fires

7. Burns

8. Electrical shock

9. Suffocation

TA 22
TEKS 6D

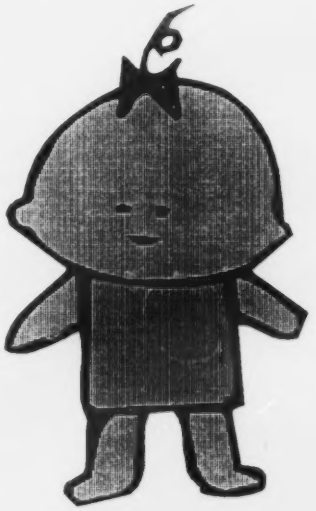
Case Studies
Promoting Health and Wellness

1. Derek and Sarah are the parents of Jeffrey, a two-year-old boy. They are still in school and often have to stay up late to do homework. Jeffrey stays up with his parents and usually gets to sleep around eleven o'clock.

2. Maria is the mother of Jesse, an eighteen-month-old baby. Jesse still does not know how to walk. His mother insists on picking him up and carrying him everywhere. Jesse is rather large for his age and is probably ten pounds overweight.

3. Li is a three-year-old who loves to eat pizza, fried chicken, and chocolate ice cream. She is an active child but is headstrong in getting her own way. Her mom and dad just let her eat what she wants.

4. Julissa is the mother of Erin, a ten-month-old infant. Julissa started her daughter with her immunizations but soon decided they were not really necessary. It was so much trouble taking her to the clinic and waiting to see the nurse.



5. Oscar is a four-year-old preschooler. He started pre-kindergarten a few days ago. The school nurse called Oscar's mom and said that he could not return to school until she bathed him, put clean clothes on him, and cut and washed his hair.

TA 23
TEKS 6E

Signs of Good *and* Poor Nutrition

Poor Nutrition

- height is below recommended height
- weight is above or below recommended weight
- lack of energy
- cavities in teeth, gums bleed easily
- skin injuries do not heal easily
- development may be slow
- sleeps poorly
- poor appetite
- eyes are sore and red

Go with Good Nutrition

- weight is normal
- height is normal
- energetic
- no cavities, pink gums
- skin injuries heal easily
- development is normal
- sleeps well
- normal appetite
- eyes are bright and clear

TA 24
TEKS 6E

Food Portions for Young Children

PORTION GUIDE		
Food group	**Servings per day**	**Serving size**
milk, yogurt, cheese	3-4	6 oz. milk 1 oz. cheese 3/4 cup yogurt
*meat, poultry, fish, dried beans, eggs, nuts	2-3	1-2 oz. beef, chicken, turkey, pork, or fish 1/4-1/2 cup dried beans or peas 1 egg
fruits	2	1/2 piece raw fruit 1/4 cup cooked or canned fruit 1/4 cup fruit juice
vegetables	3	1/4 cup cooked or canned vegetables
*bread, cereal, rice, pasta	6	1/2-1 piece bread 1/4-1/2 cup cooked cereal, rice, or noodles 1/3-3/4 cup ready-to-eat cereal
*Use lower range of serving sizes for children 1-2 years old; use upper range for children 3-5 years old.		

Source: (Food Guide Pyramid, USDA) *Texas Child Care*/Winter 1996

A CHILD'S MENU – RUBRIC

Categories	5	3-4	1-2	0
Attractive Visual Aid or Display	Bright Colors With Pictures	Without Pictures	No Color Just Listed	Messy Unattractive
Food - Fun/Creative	Learn As They Eat?	Colorful	Food Appropriate For Children	Food More Suitable For Adults
Food Groups	All Food Groups Included	Missing 1-2 Food Groups	Missing 3 Food Groups	Missing 4 Food Groups
Nutritious Foods	All Nutritious Foods	2 Items Not Nutritious	3 Items Not Nutritious	Missing 3 Items Not Nutritious
Kids Would Eat It	Clean the Plate	Leave Few Bites	Leave Half Of It	Just Pick

TA 26
TEKS 6E

FRUITY SNACK IDEAS

Raggedy Ann and Andy Treat

Peach halves		Maraschino cherries
Banana slice		Lettuce leaves
Shredded cheese	Raisins	Celery sticks

- *For each treat, place a peach half, cut side down, on a plate.*
- *Place a banana slice next to the peach half for the head.*
- *Use small celery sticks for the arms and legs, with raisins at the ends for hands and feet.*
- *To make the face, use raisins for the eyes and nose and a piece of cherry for the mouth.*
- *For Raggedy Ann, add a ruffly leaf of lettuce for the skirt and some shredded cheese for the hair.*

Banana Wheels

Banana slices
Orange juice
Toasted wheat germ

- *Dip banana slices in orange juice*
- *Roll in toasted wheat germ.*

Peanut Butter Balls

1/2 cup peanut butter
1 or 2 tablespoons honey
4 tablespoons dry milk
2 tablespoons chopped nuts
2 tablespoons raisins

- *Combine ingredients.*
- *Roll into balls.*
- *Store in the refrigerator.*
- *Serve and enjoy !*

Other Fruity Ideas

Orange circles or orange smiles

Apple slices spread with peanut butter

Dried apricots, apples, or peaches

Fresh fruit and cheese

Source: *Education for Self-Responsibility IV: Nutrition Education*, p. 141. Austin, TX: Texas Education Agency with Home Economics Curriculum Center, 1992.

TA 27
TEKS 6E

NATURALLY GOOD DRINKS

- Water is a healthy beverage that is sometimes forgotten. It is important to drink water every day.
- Orange juice is one of the best drinks because it is nutritious and naturally sweet. Be sure to drink real orange juice and not the orange drinks that have sugar added.
- Milk is a delicious beverage that is not just for babies. Milk gives us calcium and vitamins A and D for strong bones and teeth.
- Apple juice is another delicious and healthy beverage, and it is naturally sweet.
- Most bottled grape juice does not have added sugar, but the frozen concentrate may have added sugar. Either way, it is still more nutritious than a soft drink!
- Tomato and vegetable juices are nutritious, delicious, and a nice change of pace from sweet beverages.

Naturally Good Grapple Punch

1. Mix equal amounts of grape juice and apple juice.
2. Chill and serve.

This is delicious with red or white grape juice as well as purple grape juice.

NAME THAT NATURALLY GOOD DRINK

Directions:
Call out a juice combination, and ask students to suggest an unusual and interesting new name for the drink.

Cranberry and Orange

Lemon and Orange

Apple and Cranberry

Cherry and Pear

Apple and Cherry

Cherry and Grape

Lime and Lemon

Source: *Education for Self-Responsibility IV: Nutrition Education*, p. 209. Austin, TX: Texas Education Agency with Home Economics Curriculum Center, 1992.

BEST COPY AVAILABLE

Principles of Development

✢ Development occurs in a sequence of stages that can be predicted.

✢ Development proceeds at different rates for different children.

✢ Developmental skills build on earlier learning.

✢ Different areas of development are interrelated.

✢ Development continues throughout life.

Stages of Growth and Development for Infants

TA 29a
TEKS 7A

Physical	Intellectual	Emotional	Social

Stages of Growth and Development for Toddlers

Physical	Intellectual	Emotional	Social

TA 29b
TEKS 7A

Stages of Growth and Development for Preschool Children

TA 29c
TEKS 7A

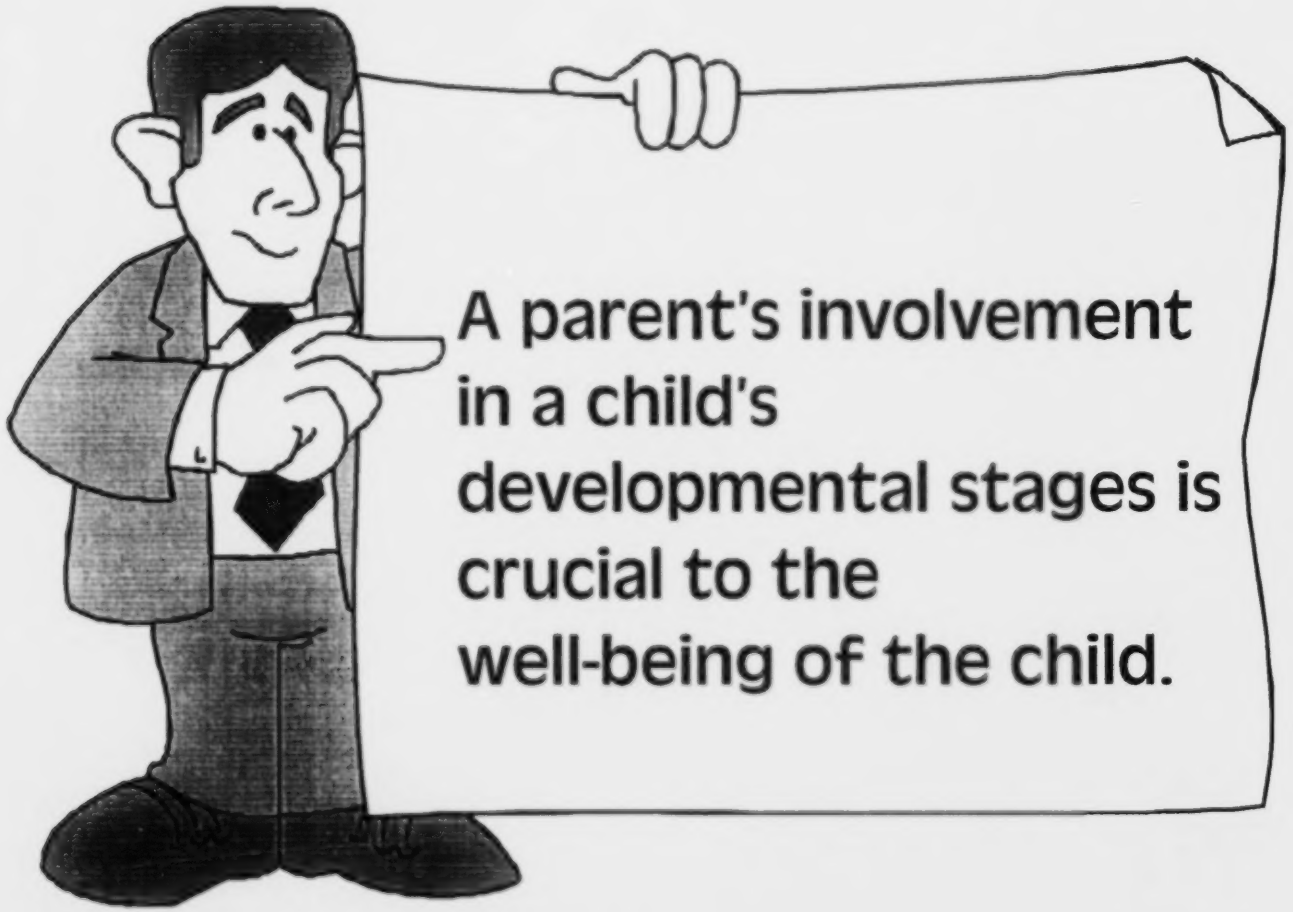
Physical	Intellectual	Emotional	Social

Stages of Growth and Development for School-age Children

Physical	Intellectual	Emotional	Social

TA 29d
TEKS 7A

TA 30
TEKS 7A


A parent's involvement in a child's developmental stages is crucial to the well-being of the child.

TA 31
TEKS 7A

"Jeopardy" Game Instructions

1. Use questions and answers written on 3x5 cards (answer on the front, question on the back) as subject matter for the "Jeopardy" game.

2. Divide 3x5 cards into three stacks. Assign cards in each stack 10 points, 20 points, and 30 points, respectively. Write the point value on the front of the card (along with the answer).

3. Form teams of 3-4 students, and give each team a colored "responder" card.

4. Have each team select a team captain and team scorekeeper.

5. The teacher reads aloud the answer from a card. The team captain who holds up the responder card first has the first opportunity to answer.

6. All team responses must be given in the form of a question. For example, you say, "providing their children proper nutrition." The correct student response would be something like, "What is a responsibility parents have related to physical development of their children?"

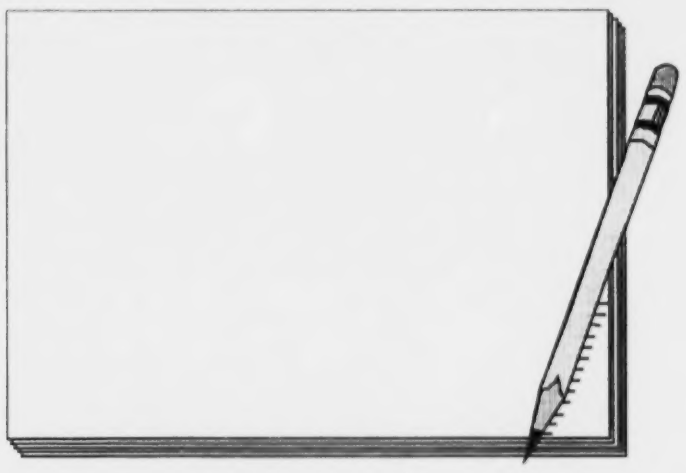
7. If the first team to respond gives the correct answer, they receive the point value for that item. If they answer incorrectly, then the point value is subtracted from their score and another team is given the opportunity to answer.

8. The team captain must confer with the team members before responding with a question.

9. The team captains hold up the "responder" card when their team is ready to respond. Only the team captain can hold up the responder card.

10. The team scorekeeper is responsible for keeping the correct score for the team. The scorekeeper should be included in determining the correct responses.

11. The team with the highest score is the winner.



TA 32
TEKS 7B

Role Model

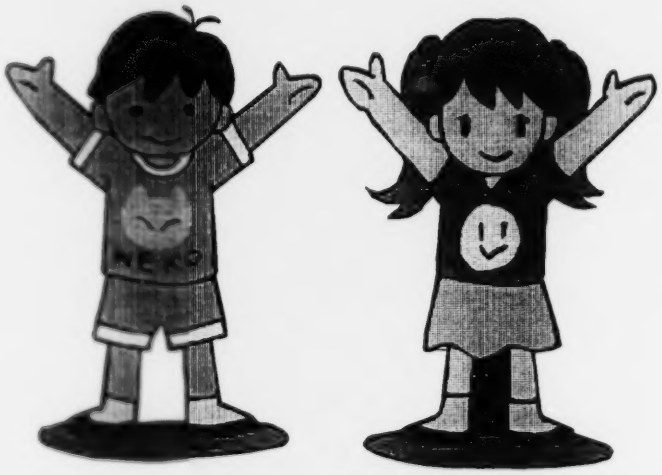
People after whom others (**especially children**) pattern behavior; role models can include relatives, friends, or celebrities such as athletes and movie stars.

TA 33
TEKS 7B

Children Learn What They Live

by Dorothy Law Nolte

If children live with criticism,
they learn to condemn.
If children live with hostility,
they learn to fight.
If children live with ridicule,
they learn to be shy.
If children live with shame,
they learn to feel guilty.
If children live with tolerance,
they learn to be patient.
If children live with encouragement,
they learn confidence.
If children live with praise,
they learn to appreciate.
If children live with fairness,
they learn justice.
If children live with security,
they learn to have faith.
If children live with approval,
they learn to like themselves.
If children live with acceptance and friends,
they learn to find love in the world.



Strategies for Optimizing Development of Infants

TA 34a
TEKS 7C

Area of development	Parents are responsible for the following:	Strategies for optimizing development of infants, including those with special needs
Intellectual	Providing encouragement, support, and stimulation	
Emotional	Providing a loving and caring environment	
Social	Providing positive guidance; teaching children to cooperate in the family	
Physical	Providing proper nutrition; health care; a safe physical environment; exercise, activity, and rest	

Strategies for Optimizing Development of Toddlers

Area of development	Parents are responsible for the following:	Strategies for optimizing development of toddlers, including those with special needs
Intellectual	Providing encouragement, support, and stimulation	
Emotional	Providing a loving and caring environment	
Social	Providing positive guidance; teaching children to cooperate in the family	
Physical	Providing proper nutrition; health care; a safe physical environment; exercise, activity, and rest	

TA 34b
TEKS 7C

Strategies for Optimizing Development of Preschool Children

TA 34c
TEKS 7C

Area of development	Parents are responsible for the following:	Strategies for optimizing development of preschool children, including those with special needs
Intellectual	Providing encouragement, support, and stimulation	
Emotional	Providing a loving and caring environment	
Social	Providing positive guidance; teaching children to cooperate in the family	
Physical	Providing proper nutrition; health care; a safe physical environment; exercise, activity, and rest	

Strategies for Optimizing Development of School-age Children

Area of development	Parents are responsible for the following:	Strategies for optimizing development of school-age children, including those with special needs
Intellectual	Providing encouragement, support, and stimulation	
Emotional	Providing a loving and caring environment	
Social	Providing positive guidance; teaching children to cooperate in the family	
Physical	Providing proper nutrition; health care; a safe physical environment; exercise, activity, and rest	

TA 34d
TEKS 7C

TA 35
TEKS 8A

Play and Child Development

To children, play is as important as eating and sleeping because it is through play that much of a child's development takes place.

Ways PLAY Promotes Development in Children

Physically

Intellectually

Emotionally

Socially

TA 36
TEKS 8A

TA 37
TEKS 8A

Watching Toddlers Play

Directions: Quietly watch toddlers at play. Write down each child's name, age in months, and a running description of play. Be sure to include what the children did, said, and how they interfaced with others. Did they play alone? look at other children playing? play alongside but not with another child? play to some extent with another child? did they look to parents for approval?

Name of Child: _____

Age in Months: _____

What the child did and said: _____

TA 38
TEKS 8B

Play Activities, Toys, and Equipment for Infants

▲ Perception
- mobiles (hung over the crib about a foot from the baby's eye level)
- posters or pictures painted or hung on the ceiling or walls
- music boxes
- wind chimes
- toy mirrors

▲ Manipulation of Objects (play with hands and/or mouth)
- rattles
- pounding and stacking toys
- squeeze toys
- teething toys
- floating tub toys
- picture blocks
- string of large beads
- stuffed animals
- balls

▲ Exploration (pushing buttons and pulling levers)
- crib-gym exercises
- push-pull toys
- small take-apart toys
- pots and pans

▲ Spacial Relationships, Shapes, and Sizes
- nested boxes or cups
- blocks
- large puzzles
- plastic containers of different sizes

▲ Cognition
- books with rhymes and pictures
- records
- musical and chime toys

▲ Locomotion
- set of building blocks
- large dolls
- pounding toys

Source: Adapted from *Better Kid Care Project*, Pennsylvania State University Cooperative Education. University Park, PA.

TA 39
TEKS 8B

Play Activities, Toys, and Equipment for Toddlers

▲ Gross Motor
- first tricycle
- wagon
- rocking horse
- large balls
- outdoor play equipment
- push-pull toys

▲ Fine Motor
- peg boards
- large balls
- sandbox toys
- blocks of different shapes and sizes
- art materials

▲ Exploration
- sandbox
- child-size play furniture
- play appliances and utensils
- handmade materials
- doll furniture
- large boxes for climbing in and out

▲ Dramatic Representation
- simple dress-up clothes
- stuffed animals
- dolls

▲ Problem Solving
- various size boxes, simple puzzles, games, stringing large beads, take-apart toys with parts that snap together, construction toys that snap together

▲ Creativity
- clay and play dough
- blocks
- large crayons
- simple musical instruments
- fingerprints
- safety scissors
- paper and pencils

▲ Language
- picture books
- children's magazines
- tapes of stories

Source: Adapted from *Better Kid Care Project*, Pennsylvania State University Cooperative Education. University Park, PA.

TA 40
TEKS 8B

Play Activities, Toys, and Equipment for Preschool Children

▲ Social and Intellectual
- dress-up outfits
- bathing and feeding doll
- puppets and theaters
- store-keeping toy
- toy telephone and toy clock
- play houses
- housekeeping toys
- dolls for dressing and undressing
- large puzzles
- outdoor play equipment
- board games

▲ Problem Solving
- farm, village, and other play sets
- small trucks, cars, planes, and boats
- beads
- blocks
- peg board
- simple construction sets
- housekeeping toys
- trains and car sets
- balls

▲ Language
- story books
- children's magazines
- books on tapes
- radio
- television

▲ Form and Spacial Relationships (moving confidently through space)
- simple puzzles
- sets of measuring cups
- large tricycles
- wagon
- swings
- backyard gym sets and jungle gyms
- empty cardboard boxes
- seesaws
- monkey bars

▲ Creativity
- crayons
- safety scissors
- fingerpaints
- clay
- sketch pads
- paste
- rhythm instruments

Source: Adapted from *Better Kid Care Project*, Pennsylvania State University Cooperative Education. University Park, PA.

TA 41
TEKS 8B

Play Activities, Toys, and Equipment for School-age Children

▲ Social
- board games
- tabletop sport games
- organized sports
- hobby kits
- kites
- balls
- skates
- bikes

▲ Intellectual
- dolls
- printing sets
- construction sets
- musical instruments
- science kits
- craft kits
- handicrafts
- sports and hobbies
- books
- tapes
- puzzles
- computer

▲ Spacial Relationships (moving confidently through space)
- large bicycles
- skates
- pogo stick

▲ Creativity and Problem Solving
- action and career dolls
- costumes
- doll houses
- play villages
- miniature people and vehicles
- art materials

Source: Adapted from *Better Kid Care Project*, Pennsylvania State University Cooperative Education. University Park, PA.

TA 42
TEKS 8C

Suggestions for Playing with Infants

Infants

Infants play by exploring through their senses. You can help your child do this by spending time together, playing games, and providing safe, interesting objects which teach and give joy.

The following are suggestions for playing with infants:

- Stimulate their senses by holding and cuddling with them and by singing and playing music for them.
- Talk and read to them so they become familiar with words.
- Surround infants with sensory toys and objects such as things to touch that have different textures and shapes; rattles and squeak toys they can hear; brightly colored objects and mobiles they can look at and watch; and teething rings they can put in their mouth.
- When they are able to sit up, prop infants in a comfortable, safe place, so they can enjoy different sights and sounds.
- Play games with infants like peek-a-boo and hide-and-go-seek, and make funny faces.
- Occasionally provide new toys so they can make new discoveries.
- Give infants "floor time" to be put on their tummies with toys to reach for and play with.
- Change the infant's position every twenty to thirty minutes (e.g., on the floor, in a swing, sitting up, being held).
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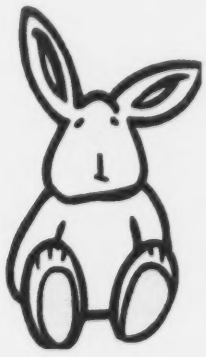

TA 43
TEKS 8C

Suggestions for Playing with Toddlers

Toddlers

Toddlers are busy developing their large-motor skills and need space to walk and run. At this age, children love large dolls and stuffed animals, wooden or soft plastic vehicles, books, play telephones, and housekeeping toys such as shopping baskets and brooms. Toddlers strive for independence as they learn skills they can do themselves.

The following are basic hints for playing with toddlers:

- Set aside time for active play so toddlers can exercise their muscles and use up their store of energy.
- Be prepared to change games or activities when toddlers become restless or bored.
- Help toddlers develop language skills by talking and reading to them. Using simple terms, describe what you are doing or what you might see on a drive or walk.
- Toddlers have not learned to share or take turns, so do not be disturbed if they try to take toys away from other children or try to hit other children. Be patient and correct their behavior in a gentle way.
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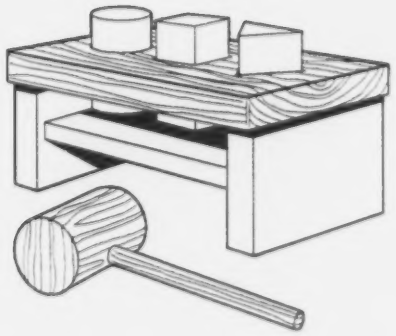

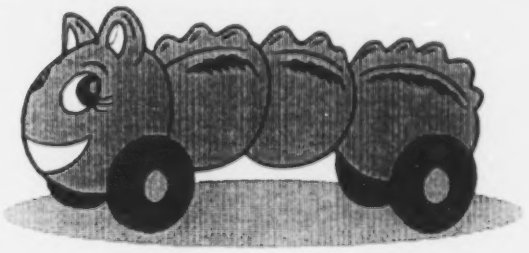

TA 44
TEKS 8C

Suggestions for Playing with Preschool Children

Preschool Children

Preschoolers really enjoy play. Considerable growth and change occur in preschool children in all areas of development. They are excellent builders and makers and spend much time creating. They are also inquisitive and may ask lots of questions.

The following are some suggestions for playing with preschool children:

- Provide a variety of play activities, toys, and equipment to challenge gross motor skills. Preschool children need vehicles for riding and pedaling, balls for catching and throwing, as well as space for running, hopping, dancing, tumbling, and rolling. They also need equipment for activities such as climbing, swinging, sliding, digging, and building.

- Provide opportunities for preschool children to develop fine motor skills. Children at this age like objects to stack, push, pull, build, fit together, and activate. They also like to practice cutting, drawing, and painting with different materials and tools.

- Preschoolers usually pretend or dramatize events with other children. They need a variety of props and experiences for simulating dramatic play, such as "dress up" clothes, housekeeping tools, and objects that symbolize actions in various roles (e.g., mothers, fathers, babies, doctors, firefighters).

- Children at this age need materials for practicing mental skills such as matching, sorting, naming, and rearranging things, such as blocks, puzzles, and cards.

- Preschool children also enjoy music and playing games.

TA 45
TEKS 8C

Suggestions for Playing with School-age Children

School-age Children

Children between the ages of six and eight are growing and developing physical skills rapidly although the rate of growth has slowed down compared to the preschool years. School-age children like to stay busy. They like to make things, compete with each other (and against themselves), and they like to work using real tools. Children this age are usually very energetic and enjoy strenuous physical activity. They may try to test their abilities and take risks. Although they may seem very capable, school-age children need to be closely supervised. Peer groups are very important to school-age children. At this age, they usually choose to play with children of their own sex.

The following are some suggestions for playing with school-age children:

- Allow choices whenever possible. Children need to be able to choose from a variety of enjoyable activities.
- Provide opportunities for children to integrate their "school" skills (e.g., reading, math, science) into their play activities.
- Provide space and equipment for challenging large motor skills.
- Arrange activities which help refine fine motor skills, such as stringing beads, working smaller puzzle pieces, drawing, and constructing crafts.
- Encourage children to dramatize stories, books, and events.
- Provide opportunities for children to visit places such as the zoo, the museum, or the park.
- Make the environment physically safe. It means setting and enforcing safety rules, both indoors and outdoors.

TA 46
TEKS 8C

Books and Stories

▲ Books are terrific learning tools. Reading to a child encourages close relationships, builds language and listening skills, and helps the child to become aware of the environment. It has been said that children who experience early in childhood the joy of reading are more likely to remain readers throughout life.

Children love to be read to. They especially like it when you vary the pitch of your voice and use facial expressions and body movements to act out the characters in a book. Try to get a child to join in whenever possible. Encourage a child to cheer for favorite characters or repeat simple rhymes as you read.

The following are some guidelines you can use when selecting and reading books and stories for a child:

- Choose books and stories that are appropriate for the child's age. One-year-old children need short, simple books with large, bright pictures. Two-year olds like simple stories about things to which they can relate. Three-year olds enjoy longer stories with more of a plot. They like realistic stories about children, but also books that help them use their imagination. Three-year olds enjoy books that help them learn about how things work and why things happen. Most children have favorite books they love to have read to them again and again.
- Let the child look at the pictures in the book you are reading for as long as she or he would like.
- Ask questions about the pictures of the story in order to involve the child. Relate the actions and pictures in the book to your child's life.
- Let the child turn the page. This encourages good eye-hand coordination and helps children feel they are participating.
- Establish a daily routine (e.g., bedtime) that includes reading.
-
-

Books are good investments and can be purchased reasonably at a variety of places from bookstores and supermarkets to garage sales. Many libraries have a wonderful selection of books as well as story time events, which can be unique sharing experiences for parents and children.

Children's Play in the Information Age

TA 47
TEKS 8D

Type of Technology, Media, or Resource _____

Potential uses which can foster healthy child development	Potential misuses which can be harmful to children

TA 48
TEKS 8E

Cautions Parents Give to Children

Be careful of strangers!
Who all will be there?
Come straight home afterward.
Let us know where you are.
Bring your friends by — we want to meet them.
I will take you myself the first few times.
I'll drop in to check on you.

TA 49
TEKS 9A

Direct and Indirect Methods of Guidance

Direct Methods of Guidance

- Talk to the child at eye level and use simple, positive directions. Use "do's" instead of "don'ts."
- Prevent the child from hurting self or others.
- Assist the child in dealing with conflicts with others.
- Give the child a choice whenever possible.
- Demonstrate or model the desired behavior.
- Touch, guide, or lead the child by the hand for further direction.
- Encourage the child with positive feedback.

Indirect Methods of Guidance

- Provide an environment with appropriate activities to promote acceptable behavior.
- Encourage independence by providing accessible activities and equipment.
- Arrange space for cues regarding appropriate behavior.
- Provide a regular routine; schedule activities according to the child's needs.
- Provide appropriate adult supervision.

TA 50
TEKS 9A

Guidance Observation

Directions: Observe interactions between a child and caregiver in a store, park, home, school, church, or child care center. Describe an incident where the child was positively guided by a caregiver and one where the child was negatively guided. Do not record names.

1. Location and time of observation: _____

   Description of incident when a child was positively guided by a caregiver:

   _____

   _____

   _____

2. Location and time of observation: _____

   Description of incident when a child was negatively guided by a caregiver:

   _____

   _____

   _____

3. Suggest another technique the caregiver might have used to provide positive guidance in incident #2.

Using Positive Language

TA 51
TEKS 9B

Directions: After reading the examples of negative and positive language, practice turning the numbered negative statements into positive statements on the lines provided in the right column.

Negative Statements:	Positive Statements:
Examples:	
• "Don't stand up when you slide."	• "Sit down when you slide."
• "Don't stand in the swing."	• "Sit in the swing."
• "Don't dump the puzzle pieces on the floor."	• "Keep the puzzle on the table.'
• "Be careful. The swing might hit you."	• "Walk around the swing."
• "Don't you want your milk?"	• "Drink your milk."
1. Don't throw sand!	_____
2. Stop making so much noise.	_____
3. You can't have any more glue.	_____
4. Don't knock over someone else's block tower.	_____
5. Quit using so many paper towels.	_____

TA 52
TEKS 9B

Guiding Through Positive Responses

Directions: Below are children's actions and parent's/caregiver's reactions to the children. Write a response that would provide positive guidance for each situation.

Situation	Negative Responses	Positive Responses
Logan, age 2, spilled a glass of milk.	*"You're a bad boy."*	
Kristie, age 4, put her clothes on by herself.	*"You put your shirt on backwards again."*	
Ian, age 5, threw his jacket on the chair.	*"I've told you a million times to hang your jacket in the closet."*	
Elena, age 3, was in tears because her toy was broken.	*"Stop crying like a baby. You're a big girl."*	
Mark, age 2, was banging on the piano.	*"Why can't you be good like your sister?"*	
Dionne, age 4, drew on the wall with a red crayon.	*"You are terrible. You ruined the wall."*	
SuLin, age 3, hit his playmate, age 2, with a foam bat.	*"Don't ever hit anyone again. You are a little monster."*	
Keisha, age 5, refused to share her toy truck.	*"You can't have company anymore. You are selfish."*	

TA 53
TEKS 9B

What Would You Do If?

- Your three-year-old daughter brought home a picture from nursery school, and you cannot tell what it is.
- Your three-year-old son is starting child care for the first time and doesn't want to go.
- Your four-year-old daughter is pulling the cat's tail.
- Your son came home from first grade using swear words.
- Your three-year-old has been toilet trained for a year and has suddenly started wetting his clothes again.
- Your two-year-old throws a temper tantrum in the grocery store when you won't buy her candy.
- Your first-grade son refuses to learn how to tie his shoe laces.
- Your eighteen-month-old daughter cries off and on during the day.
- Your two-year-old gets out of bed and wakes you up every night.
- Your seven-year-old took a toy from a store without paying for it.
- Your nine-year-old daughter has been getting into fights with a neighbor boy.
- Your six-year-old says negative things about herself daily.
- Your family dog died, and your six-year-old is very upset.
- Your eight-year-old daughter has been hiding her school papers.
- Your five-year-old son frequently comes home from kindergarten angry.

TA 54
TEKS 9C

Parenting Styles

Authoritarian/Autocratic

Parents exert control and authority by establishing specific guidelines, rules, and standards that must be followed by the child.

Democratic

Parents clearly define the limits of the child's behavior and allow the child to make his or her own decisions within those limits.

Permissive

Opposite of authoritarian, parents exert little control or guidance over their children.

TA 55
TEKS 9D

Effects of Child Abuse Include . . .

Developmental delays

Learning disabilities

Inability to trust others

Low self-esteem

Personality disorders

Aggressive or hostile behavior

Depression

Substance abuse

Wounds and injuries

Medical disorders

Death

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TA 56
TEKS 9D

Categories of Child Abuse and Neglect

- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Verbal Abuse
- Abandonment
- Medical Neglect
- Lack of Supervision
- Refusal to Accept Parental Responsibility

TA 57
TEKS 9D

Parents Who Abuse Their Children

The following characteristics may apply to abusive parents:

- unrealistic expectations of child's abilities
- low self-esteem
- marital problems
- abused themselves
- very sensitive to rejection
- emotionally deprived during childhood
- low frustration level
- money problems
- lack understanding of child development
- think child should fulfill their needs
- isolated from others, have no one to help in stressful times
- strong belief in physical discipline as a necessity
- immature and insecure
- abuse alcohol and other drugs

TA 58
TEKS 9E

Twelve Alternatives to Striking a Child

◆ When the big problems of everyday life begin to pile up on parents to the point where they feel like lashing out at their children, they need to stop. The suggestions below are things parents can do to give themselves time to cool down. What other suggestions can you add to the list?

1. Stop in your tracks. Step back. Sit down.
2. Take five deep breaths. Inhale. Exhale. Slowly, slowly.
3. Count to ten. Better yet, twenty. Or say the alphabet aloud.
4. Phone a friend. A relative. Even the weather report.
5. Punch a pillow. Or munch an apple. Knead some yeast bread.
6. Thumb through a magazine, book, newspaper, photo album.
7. Do some sit-ups. Take a walk. Do aerobics.
8. Pick up a pencil and write down your thoughts.
9. Take a hot bath or a cold shower.
10. Lie down on the floor, or just put your feet up.
11. Put on your favorite CD, or turn on the radio.
12. Water your plants.

Source: *Life Skills, Curriculum.* Michigan Department of Education.

TA 59
TEKS 10A

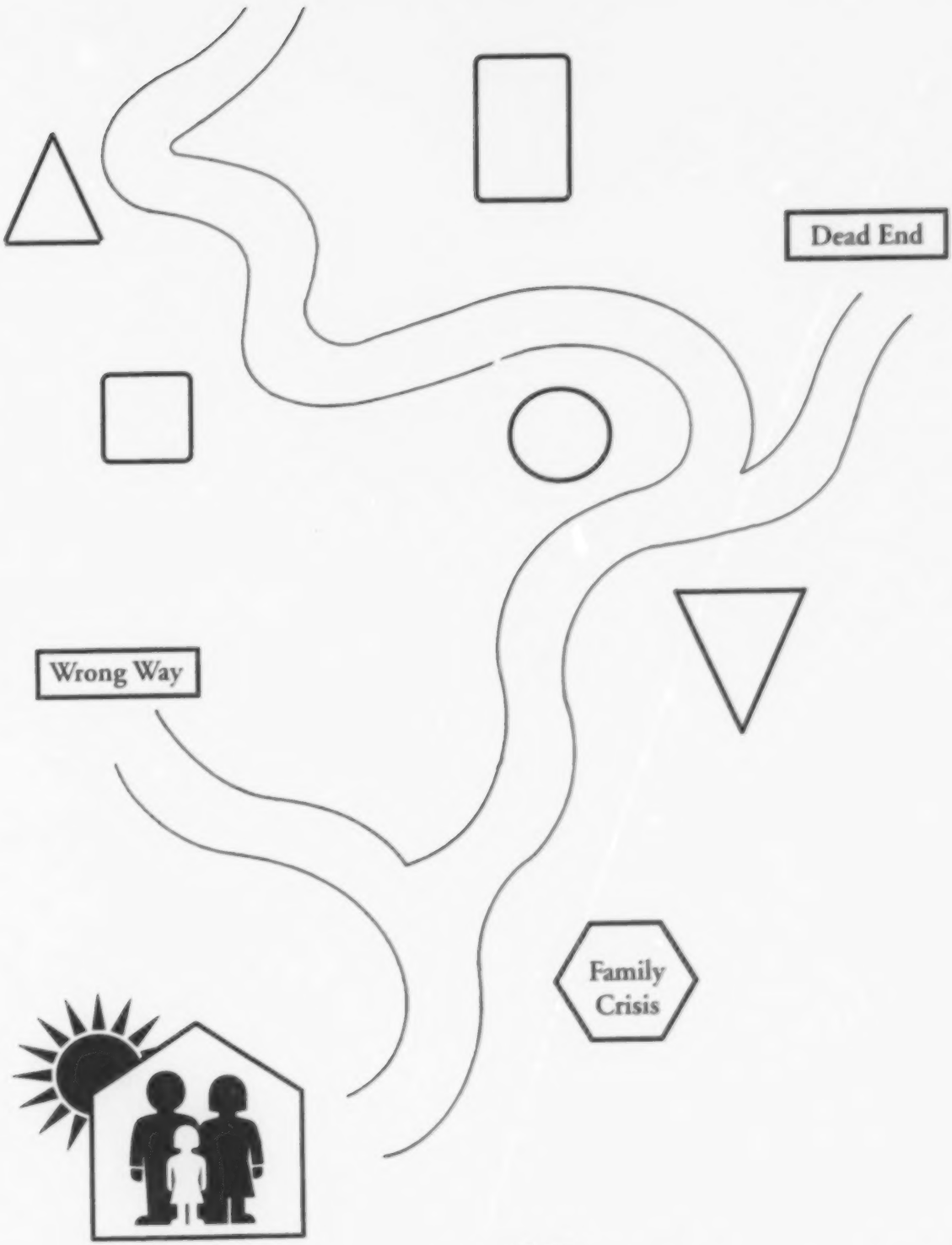
Common Causes of Families in Crises

* Moving
* Loss of job
* New school
* Divorce
* Custody dispute
* Remarriage
* Adoption
* Death
* Child abuse
* Alcohol and substance abuse
* Family violence
* Health problems
* Financial difficulties

Sample Scenario:
Mika, age five, visited his terminally ill grandmother in the hospital. Both parents have tried to prepare him for his grandmother's impending death. Now, a full month after her death, Mika keeps asking to go visit his grandmother. If you were Mika's father, how would you handle the situation?

TA 60
TEKS 108

The Road to Preventing and Coping with Family Crises



TA 61a
TEKS 10C

Case Studies of Families in Crisis

Family #1

Frank Ferguson lost his job at the local manufacturing plant. He and his wife, Jenny, have three children: Jamie, sixteen; Paul, thirteen; and Kim, five. Jenny works at the local grocery store as a clerk. All of the family members are involved in various school and community activities.

After many months of searching for a new job, Frank still cannot find a new position in their small town. He really feels there are two options: to commute to a larger city sixty miles away or move to the city and uproot his family. He has discussed these two options with his wife and children. After much discussion, Frank and Jenny moved their family to the larger city.

Frank found a new position with another manufacturing plant, and Jenny was able to find a job as a teacher's aid at the school where Kim would be enrolled. Jamie enrolled in a larger high school and is trying to get involved in some of the school activities. Paul is enrolled in a junior high school and made the basketball team. All three children are at schools in different locations.

When Frank and Jenny made their decision to move, what factors were involved? What steps did they take that contributed to a good decision and the adjustments that followed? How could they have handled the situation better?

Family #2

Margie is a single, working mother with two small children: Tye, six and Alysa, who is four. She has been working for almost eight years at a large upholstery and drapery store. Margie has been notified that the company she has been working for will be going out of business at the end of the year. Margie currently receives health benefits from her employer. She is concerned that she will only have her present job for approximately six more weeks.

Margie has found another job which she could begin immediately. She cannot decide if she wants to go ahead and quit her present job and lose two months severance pay or risk being able to find a good job later. The new position also provides health insurance and several other employee benefits.

The main drawback to the new position is that it is across town from where she currently lives. It is also inconvenient to Tye's school and Alysa's child care center.

If Margie accepts the new position, what factors will be involved? What steps has she taken to make a decision? What kinds of adjustments will likely occur? How could Margie have handled the situation better?

TA 61b
TEKS 10C

Case Studies of Families in Crisis, Cont'd.

Family #3

Mike and Lissa have been divorced for almost four months. The couple shares joint custody of their son, Mike Jr. who is three years old. Mike is currently unemployed and Lissa just started a job in a local bank.

Money has been extremely tight and with Mike out of a job, he has been unable to help Lissa with child support. Lissa likes her new job and was able to get health insurance for herself but the premium to add Mike Jr. is more than she can afford at this time. Child care costs are higher than Lissa expected. Before the divorce, she was a full-time homemaker and mom. She really misses not being able to be with Mike Jr. all day, but she knows she must work in order to support them. Lissa's salary just pays the rent and utilities.

Lissa would like to go back to school and receive paralegal training. She will have to put that off for the time being. It is more important to get used to her new job and pattern of living as a single mother.

Mike is looking for another job as a licensed electrician. A couple of offers have been tempting, but he proved to be over qualified. Mike needs to find another job with benefits and at the salary level he had before.

As a recently divorced couple, what other factors were involved? What steps have Mike and Lissa taken that contributed to good decisions and the adjustments that followed? How could they have handled the situation better?

Family #4

Katherine Willis is a seventy-five-year-old woman who recently lost her husband to a long terminal illness. Her children are grown and live about two hundred miles away. Katherine has a few friends who are also widowed.

Katherine lives in a small two bedroom home that is completely paid for. The social security income that she receives covers most of her expenses. Katherine is in fair health. Lately, she has been experiencing bouts of depression. She does not get out much and really misses the companionship of others, especially her late husband.

Katherine's family has made tentative plans for her to move into a long-term care facility near them. She has mixed emotions about the move. She does not want to leave her home where she and her husband resided for the past forty years. She loves her church and would miss her neighbors and friends. Katherine knows that her children mean well but she is still able to care for herself. The children are pressing her to make a decision.

If Katherine moves closer to her children, what factors would be involved? What steps have been taken that should contribute to a good decision and the adjustments that follow? How could they have handled the situation better?

TA 62a
TEKS 10D

Community Resources

Directions: Some problems and needs of individuals are listed in the left-hand column below. Look over the list, and match each problem or need with the correct sources of help. You may use the names of the resources more than once.

Problems and Needs of the Family	Names of Resources
_____ 1. Care of young children	a. Alcoholics Anonymous
_____ 2. Family recreation	b. Area Vocational School
_____ 3. Family health service	c. Better Business Bureau
_____ 4. Meals for older adults	d. Child Protective Services
_____ 5. Job training for young adults	e. Clothing Closet
_____ 6. Decent place to live	f. Child Care Center
_____ 7. Young adults in trouble with the law	g. Food Bank
_____ 8. Care for frail older adult	h. Girl or Boy Scouts
_____ 9. Terminal illness of a family member	i. Health Clinic
_____ 10. Immunizations for young children	j. Hospice
_____ 11. Job training for an adult with a disability	k. Housing Authority
_____ 12. Alcohol problem	l. Legal Aid
_____ 13. Abuse of children	m. Local Churches
_____ 14. Activities for youth	n. Local Law-enforcement Agency
_____ 15. Disagreements with landlords	o. Long-term Care Facility
_____ 16. Problem with a purchase from a store	p. Meals on Wheels
_____ 17. Inadequate food supply	q. Sheltered Group
_____ 18. Missing a child	r. Support Group
_____ 19. Clothing for a job interview	s. YMCA or YWCA
_____ 20. Victim of violent crime	

Adapted from West Virginia Parenting Education Curriculum. Ripley, West Virginia: Curriculum Technology Resource Center, 1990.

TA 62b
TEKS 10D

Community Resources
Answer Key

1. f, m
2. m, s
3. i
4. p
5. b
6. k
7. l
8. o
9. j
10. i
11. q
12. a
13. d
14. h
15. k, l
16. c
17. g
18. n
19. e
20. n, r

Community Resources for Parents Checklist

Directions: List community agencies that provide services for parents. Place a check mark (✔) in the column of each service provided.

Agencies	Child Care	Counsel-ing/ Mental Health	Education	Financial Services	Health and Safety	Housing	Legal Services	Nutrition	Other
1.									
2.									
3.									
4.									
5.									

TA 63
TEKS 10D

TA 64
TEKS 11A

Impact of Career Decisions on Parenting

▲ Based on the scenario that your group has been assigned, record the group's responses to the key question:

What impact does this career decision have on parenting?

TA 65
TEKS 11A

Career Complications

Dilemma #1

Eriana is a single parent who works full-time as a nurse in a local medical clinic. Eriana's work schedule is from 8 a.m. to 5 p.m., Monday through Friday. Eriana works late two nights every other week (3 p.m. to 10 p.m.). Keesha, Eriana's daughter, attends school from 8 a.m. to 3 p.m. Eriana's mother takes care of Keesha until Eriana gets home from work, except for the nights that Eriana has to work late. Eriana is having a difficult time finding someone to stay with Keesha on the nights that she works. Eriana has traded shifts with some of the other nurses. Since there is a nursing shortage, she needs to stick to her assigned schedule. Eriana is well paid, but cannot afford to pay a third to half of her salary for child care.

Dilemma #2

Derrick and Robin are a newly-married couple. Derrick works as a medical technician at a large hospital. Because of a service contract between his employer and six rural clinics in a two hundred mile radius, he is expected to travel out of town several times each month. Each trip requires overnight travel. Robin does not like for Derrick to be away from home so much. Gasoline prices have risen drastically in the past few months and to cut costs, Derrick has been asked to stay over more nights and visit more locations on each trip. There are several medical technicians to fill Derrick's position, but the hospital is in his hometown.

Segment #1 Discussion for Small Groups

1. List as many options as possible from each prospective for resolving the dilemma.
2. Prioritize the items on the lists. Which is most desirable solution from each?
3. Identify the "bottom line." Which reasons are considered non-negotiable?
4. If time permits, imagine what persons in other groups know or need to know in order to understand the position and needs of the person your group represents.

Segment #2 Guidelines for Large Group Negotiations

1. Listen to and paraphrase the other group's perspectives and priorities. Do you have a clear idea of how they see the dilemma and what they would like to do to resolve it?
2. Briefly review your group's ideas with other two groups.
3. Note similarities and differences in proposed solutions among groups.

Segment #3 Guidelines for Small Group Negotiations

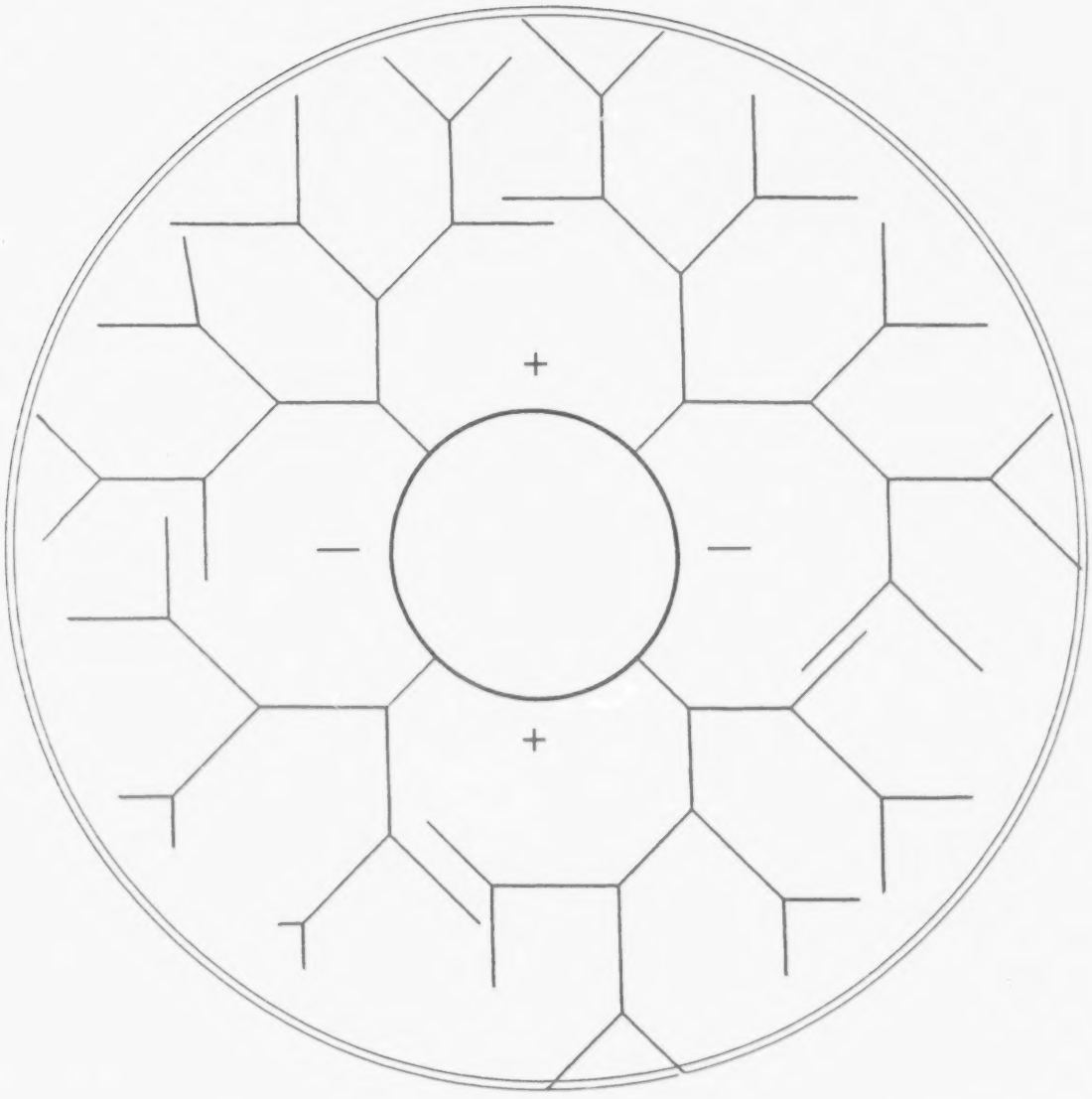
1. Group alone — Discuss points of agreement and conflict with other groups among yourselves. How might compromises or creative alternatives bring groups close to a solution?
2. Group-to-Group — Discuss "non-negotiable" priorities with regard to other groups and attempt to come to an agreement together.

Segment #4 Guidelines for Large Group Discussion

1. What compromise and creative solutions were presented? How close are groups to a solution, and what would it take to bring them together?
2. What other issues might need to be addressed before employers, employees, and families find a good "fit" with regard to individual and mutual needs?

TA 66a
TEKS 11A

Futures Wheel



Adapted from Bredehoft, David (1993). Family Life Education Teacher's Kit, National Council Family Relations Minneapolis, Minn.

TA 66b
TEKS 11A

Instructions for Futures Wheel

1. Place the Futures Wheel concept to be studied in the circle.

2. Identify the two most important positive consequences resulting from the issue, and write them on the top and bottom spokes.

3. Identify the two most important negative consequences resulting from the issue, and write them on the left and right spokes.

4. Identify both a realistic positive and negative result stemming from each of the four major spokes. Move clockwise around the Futures Wheel identifying as many positive and negative results from each new additions.

Family Snapshots

Today's workforce has changed dramatically.

- more racially and ethnically diverse
- older (median age is nearly 40)
- more women than 20 years ago (48%)
- higher proportion of employees have college degrees (31%)

Vast majority (85%) of workers have day-to-day family responsibilities.

- 78% of married employees have spouses who are also employed
- 46% of workers have children under 18 years of age who live with them at least half-time
- 1 in 5 employed parents is single
- 27% of single parents are men

Roles of married men and women are changing.

- Men spend 2.1 hours on household chores on workdays
- Women spend 2.9 hours on household chores on workdays
- Both men (1.6 hours per workday) and women 1.3 hours per workday) have less personal time

When it comes to child care, two-thirds of all employed parents with young children rely on partners and relatives as the primary source.

Family-friendly benefits have not improved significantly in the last five years.

Source: Families and Work Institute. 1998. *The National Study of the Changing Workforce.* (Contact www.families and work.org to periodically update information.)

TA 68
TEKS 11D

Employability Skills

- Dependable
- Honest
- Responsible
- Communicative
- Cooperative
- Courteous
- Well-groomed
- Respectful of others
- Loyal
- Able to follow directions
- Able to accept criticism
- Able to follow rules and regulations
- Gets along well with others
- Creative
- Other skills . . .

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TA 69
TEKS 11D

Who Would You Hire?

Directions: You are the human resources assistant manager for a child care center owned by a large hospital chain located in a city of approximately 200,000 people. The child care center provides an educational development program for children from ages six weeks to six years old. Approximately 250 children attend the center each day. The center is open from 6 a.m. - 6 p.m. seven days a week. Three positions are currently being filled. As human resources manager, what employability skills do you think are needed for the following positions:

- **Teacher for five-year-old children**

- **Assistant executive director**

- **Library coordinator for children of all ages**

TA 70
TEKS 11E

Web Sites for Parents

❄ This list reflects only a small representation of Web sites that are available for parents and families. Some of these may generate links to other important Web sites as well.

All About Kids	www2.aak/com/aak/default.html
American Academy of Pediatrics	www.aap.org
The Association for Retarded Citizens	thearc.org
Child Care Experts National Network	www.childcare-experts.org
Children's Defense Fund	www.childrensdefense.org
Children's Television Workshop	ctw.org/index.htm
The Family Education Network	www.familyeducation.com
Family Planet	www.family.com
Kidsource	www.kidsource.com
Mental Health Association of Texas	www.parentinginformation.org
National Association for the Education of Young Children	www.naeyc.org
National Committee to Prevent Child Abuse	www.childabuse.org
National Network for Child Care	www.nncc.org
National Parent Information Network	ericps.ed.uiuc.edu/npin
National PTA	www.pta.org
100 Best Companies for Working Mothers	www.women.com/work/best#summary
Parents as Teachers National Center	www.patnc.org
U.S. Department of Education	www.ed.gov/index.html
U.S. Department of Health and Human Services	www.os.dhhs.gov
Wonder Wise Parent	www.ksu.edu/wwparent

Final Project
Preparation for Parenting

Parenting
Promoting the well-being and healthy development of children

Final Project Objectives:

- To reflect the knowledge and skills related to child growth and development individuals have acquired
- To communicate the growth and development of children from conception to birth and the positive choices parents make that contribute to development
- To identify caregiver and parenting attitudes necessary to develop positive relationships with children
- To prepare a final exam presentation that exhibits the level of knowledge attained during the course of study known as Preparation for Parenting
- To prepare a slide show designed for a specified target audience that reflects knowledge and skills acquired

Final Project Overview:

Slide shows are tools for creating documents that demonstrate the knowledge that students feel they have mastered while studying Preparation for Parenting. Three days will be spent in the PC based computer lab allowing students to create and organize final projects. The fourth day students will present their final projects to the class.

Final Project Description:

- The final project should reflect knowledge and understanding of the Preparation for Parenting curriculum.
- The final project should indicate the growth and development that occurs from conception to birth.
- The final project should reflect and identify issues of development that caregivers and parents should understand.

TA 71b

Final Project Preparation for Parenting. Cont'd.

- The final project should demonstrate the application of parenting concepts that positively impact the growth and development of children.

- The final project should be designed and written for a specified target audience.

Starting the Points:

1. Begin the project by considering the knowledge and skills about parenting and child development that you feel you have acquired during the semester.
2. Create a rough draft outline of information you want to cover. This should be completed as homework.
3. Identify available resources. Review class syllabi, class outline, class notes, tests, handouts, and assignment spiral.
4. Identify and research areas that are weak.
5. As you research, make notes about documents and texts you use. You will want to reference these appropriately.
6. Create a "mock-up" of the slide show project.

Gathering and Recording the Information:

1. Begin with texts and documents that you feel may contribute to your project.
2. Research weak areas on the outline previously created. Check the outline to see that all areas are equally addressed.

Organizing the Information:

1. Edit and create final outline* that records and organizes your information. Plan to include documented research on parenting and child development.
2. When you have identified the information, you are ready to begin assembling your work. You need to decide which project presentation tool you want to use for your finished project.
3. Create a "mock-up"* of the final project. (*The outline and "mock-up" will be handed in for final assignment. These may be neatly handwritten or typed.)
4. Plan to organize and prepare the information to be included in your final project outside of classtime. This will make computer time more useful.

Building the Project:

1. Identify the target audience for your final project. Your target audience may be (a) peers, (b) expectant teen parents, or (c) adult expectant parents.

Final Project Preparation for Parenting. Cont'd.

2. You man choose to include graphics or other illustrations that may enhance your final project. Check graphics on the pc in the computer lab.
3. Prepare your final project utilizing Powerpoint (slide show) software.
4. Document references used. Use the following guidelines to correctly identify references.
   Brisbane, H. E. (1998). *Developing Child.* Mission Hills, CA: Glencoe Publishing.

Computer Lab Use:

1. Three days in the computer lab will be allowed for completion of the final project.
2. The final project will be presented during designated final exam time for classes.
3. When going to the computer lab, meet in the classroom first. Then after roll check, classes will proceed to the lab.
4. Only Preparation for Parenting notebooks, assignment spirals, final project outlines, and "mock-ups" will be allowed to be taken into the computer lab.

Assessing the Work:

As you evaluate your final project, verify that the information in each step has been incorporated. When the project is complete, the slide show, newsletter, or pamphlet will include the following:

_____ An interesting attention getting title
_____ An introduction
_____ Identified target audience
_____ At least one slide/news column/topic paragraph for each of the areas researched
_____ Video, text, and images that accurately describes growth and development
_____ At least one slide/news column/topic paragraph that summarizes the work
_____ Reflects and identifies issues of development that caregivers and parents should understand
_____ Demonstrates the application of parenting concepts that positively impact the growth and development of children
_____ Includes your name

The presentation of information is as follows:

_____ Accurate
_____ Clearly described
_____ Well organized
_____ Information found on CD-ROMs, texts, documents appropriate cited

TA 71d

Final Project Preparation for Parenting, Cont'd.

The slide shows will be evaluated on the following:	*Limited Coverage*				*Average*					*Highest Coverage*
1. Accurate representation of topic/curriculum content	1	2	3	4	5	6	7	8	9	10
2. Artistic value	1	2	3	4	5	6	7	8	9	10
3. Contribution to the objectives of the final project	1	2	3	4	5	6	7	8	9	10
4. Prepared appropriately for identified target audience	1	2	3	4	5	6	7	8	9	10
5. Representative of knowledge and skills acquired	1	2	3	4	5	6	7	8	9	10
6. Organization of information	1	2	3	4	5	6	7	8	9	10
7. Documentation of research	1	2	3	4	5	6	7	8	9	10
8. Time use during preparation	1	2	3	4	5	6	7	8	9	10
9. Demonstrates application of parenting concepts that positively impact the growth and development of children	1	2	3	4	5	6	7	8	9	10
10. Presentation	1	2	3	4	5	6	7	8	9	10

Total _____

Comments:

Please make a copy of your final project for the teacher. Turn in your project outline, project "mock-up", a copy of your final project, and your pc disk. This evaluation is completed by student and teacher. A comparison/average of the two can be utilized for the final grade.

Brochure Assessment

Part A: Circle the number that indicates how effectively the brochure meets the stated criteria.

	3	2	1
Quality of Research	Accurate analysis of the research Reliable sources Three or more references used	Fair degree of accuracy Some reliability of resources Two references used	Basic information with inaccuracies Questionable reliability One reference used
	3	**2**	**1**
Application of Knowledge	Demonstrates in-depth understanding of the topic Accurately uses information in the brochure	Demonstrates general understanding of the topic Uses research information with a fair degree of accuracy in the brochure	Lacks understanding of the topic Uses only the basic parts of the information; several misconceptions
	3	**2**	**1**
Written Presentation	Well organized content Attractive, well-designed format Message is clear and easy to understand Typed or computer-formatted Strong eye appeal	Generally well-organized content Adequate design for format Message is sufficiently understood Typed or computer-formatted Adequate appeal	Unorganized content; hard to follow Unattractive format Message is difficult to understand Handwritten or type lacks neatness
	3	**2**	**1**
Creativity	Imaginative; originality demonstrated Graphics that make the work "come alive"	Adequate creativity Some use of graphics that add to the presentation	Lacks originality Few or no graphics used, or graphics do not relate to text

TA 720

Brochure Assessment, Cont'd.

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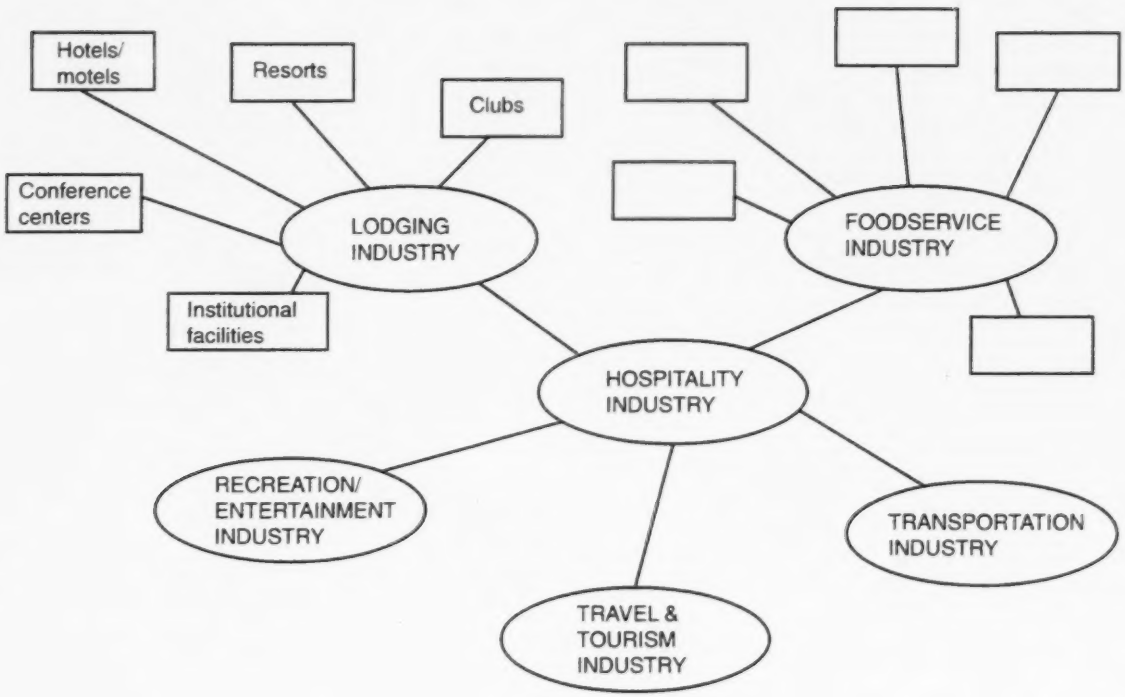
Part B: Write a paragraph that describes how you can use the knowledge gained from this activity.

Source: Adapted from the *Alternative Assessment: A Family and Consumer Teacher's Tool Kit* (1996). Columbus, OH: The Ohio State University, Vocational Instructional Materials Laboratory. Used with permission.

Web Diagram


Hotels/
motels
Resorts
Clubs
Conference
centers
LODGING
INDUSTRY
Institutional
facilities
FOODSERVICE
INDUSTRY
HOSPITALITY
INDUSTRY
RECREATION/
ENTERTAINMENT
INDUSTRY
TRANSPORTATION
INDUSTRY
TRAVEL &
TOURISM
INDUSTRY

TA 74

GUIDELINES FOR A CLASSROOM DEBATE

Discussion, Disagreement, and Debate: What's the difference?

Discussion:

- People talking to reach conclusions, to give and receive information, or to express their ideas in an informal and unplanned manner.

Disagreement:

- A disagreement stems from a discussion when individuals' opinions, thoughts, and beliefs differ.
- Like a discussion, a disagreement is usually informal and unprepared.

Debate:

- Opposing viewpoints are presented in a balanced, well organized, and researched manner by individuals or teams to persuade others of their position.
- Participants must have evidence to support their viewpoint.
- A debate does not "prove" or "decide" an issue. The team that offers the strongest debate gives better information for their arguments and effectively addresses arguments from the opposing team.
- In a debate, teams do not "have" arguments, they "present" arguments.
- The team that is "for" the proposition is called the ***affirmative team***. The team that is "against" the proposition is called the ***negative team***.

Preparing and Conducting a Classroom Debate:

1. **Select a topic.**

2. **State a proposition.** A ***proposition*** is the statement of opinions, thoughts, or beliefs on a particular viewpoint.

3. **Select teams.** Select the affirmative and negative teams and a chairperson for each team.

4. **List arguments.** Each team should list their arguments, choose their four strongest arguments, and predict their opponent's four strongest arguments.

5. **Appoint speakers.** Team members can select speakers, or each team member can present one or more arguments.

6. **Research and prepare evidence.** Teams should research and prepare evidence supporting the arguments and prepare a summary statement. Information should not be shared with the other team.

7. **Rehearse the debate.** Teams should rehearse the debate, but the other team should not hear the rehearsal. Arguments should be covered from the least important to the most important.

8. **Conduct the debate.** Team members will state positions they feel are true and will take turns explaining why their position is right and the opponent's position is wrong. An equal number of people should speak in an established order for equal amounts of time.

9. **Present decision of audience.** An audience will listen to the debates and decide which team presented the strongest case for their team's arguments.

Adapted from: Parks, Sandra and Black, Howard. *Organizing Thinking: Graphic Organizers*. Pacific Grove, CA: Critical Thinking Press and Software, 1990.

Internet Terminology

AUP	*Acceptable Use Policy;* a written agreement signed by teachers, students, and parents outlining the terms and conditions of Internet use
Bookmarks	a list on your computer of your favorite Web pages
Browser	a special software program used to navigate the World Wide Web
Download	to copy information from another computer (Note: Upload means to send information to another computer.)
E-mail	Electronic mail; exchange of messages with people around the world over the Internet
FAQ	*Frequently Asked Questions;* files containing common questions asked and their answers
Home Page	the first page you see when you start your Web browser
HTML	*Hypertext Markup Language;* programming language used for creating Web pages
Hypertext	text on a Web page that contains links to other Web pages
Internet	the global computer network that connects millions of computers
ISP	*Internet Service Provider;* a company that provides access to the Internet through a phone line
Netiquette	rules of conduct for Internet users
URL	*Uniform Resource Locator;* the address used to locate a specific Web page
Web Page	a document stored on a computer that contains information and possibly graphics, sound, and even movies
Web Site	a university, government agency, or company that stores Web pages that you can view
WWW	World Wide Web; an Internet system that offers vast amounts of information

Netiquette

Netiquette is the accepted rules of conduct for Internet users. If you are going to use the Internet, you need to be aware of these rules:

- Always remember that there is a person at the computer on the other end.
- The Internet is not private. Do not type anything that you would not show your boss, your teacher, your principal, or your grandmother.
- DO NOT TYPE IN ALL CAPS BECAUSE THAT IS CONSIDERED SHOUTING.
- Always complete the subject line when sending a message so that the receiver can identify your subject.
- When responding to a message, state what you mean. Avoid just yes or no responses.
- Do not ramble on with your communication. Stay on the subject at hand.
- Never write put-downs. Respect others and their viewpoints.
- Do not copy other people's messages without their permission.
- Avoid obscenities or any offensive language.
- Be careful with humor; others may not be able to tell when you are "just kidding." Use a "smiley" [:)] to show you are kidding.

Activity Assessment

Activity:

Criteria	3	2	1
Depth and breadth of research	offers accurate analysis of the major and minor issues surrounding the topic; uses three or more references	relates major facts to the basic topic with fair degree of accuracy; uses two references	provides only minor facts basic to the topic; inaccuracies; uses only provided information (text) as reference
Application of knowledge	demonstrates in-depth understanding of the topic; accurately employs all parts of the information	demonstrates general understanding of the topic; employs most parts of the information with fair degree of accuracy	lacks understanding of topic; employs only the most basic parts of the information; several misconceptions about the topic
Written/Oral communication	presents a well organized presentation; message is easily understood	presents a somewhat organized presentation; message is vague	presentation is unorganized; message tends to wander or ramble and hard to understand
Creativity	imaginative, self-initiated finding and use of resources; extensive originality in presentation	considers provided materials; demonstrates adequate originality in presentation	lacks initiative when finding and using resources; lacks originality in presentation

Self-Reflection: On the back of this sheet, write a paragraph that describes how you can use knowledge gained from this activity in the future.

Adapted from Family and Consumer Sciences Education Association (1994). *How do we know they know?* Publication# A261-08482 ISBN 0-911365-35-4 — Copies Available: FCSEA, Central Washington University, 400 E 8th Avenue, Ellensburg, WA 98926.